

**University Senate Meeting
February 2, 2026
Student Union Room 304 and 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

Senator Morrell shared a correction to the minutes that an incorrect date was listed when referencing the February 2, 2026 Senate meeting date incorrectly as February 1, 2026. The minutes were approved as amended unanimously by voice vote.

2. Report of the President

Attachment #1

Presented by President Maric

President **Maric** began their report by sharing a message received from a parent sharing their gratitude to the faculty and people at UConn who are providing such amazing support to their child and thanked everyone for their work. President Maric then shared a presentation reviewing financial highlights of the budget (1) state support has modestly increased (1% 10-year average) (2) gross tuition and fees have increased as a percent of total despite FY 16 tuition freeze and 4 years of mandatory fee freezes (3) other revenue growth in research grants, housing, dining, athletics, investment returns and significant Foundation funds (7% 10-year average). The presentation also highlighted a shift over 10 years from 77% in-state to 68% in-state students. The presentation also highlighted growth in expenses over the same 10-years (1) salaries and fringe benefits increased as a percentage of total expenses (2) total financial aid increased by 13% (3) growth in operating expenses due to new instructional and research buildings, student recreation facilities, and other supporting infrastructure. President **Maric** also shared a summary of different deficit mitigation strategies currently being employed by the university and an update on the deficit mitigation process for FY26 thus far, which shows \$6.9M remaining to be closed (of \$37.9M). President **Maric** added some updates on the UConn 2000

Capital Program, such as the Gant Renovation (Phase 3), Field House Renovation, Gampel Renovations, Tennis Facility, and Coventry Boathouse, and shared additional details on the fundraising requirements of these projects.

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

Senator **Jockusch** asked President Maric to comment on whether there's been a change in plans on the space in the Gant renovation and if lab space will be included. President **Maric** responded that there will be teaching and research labs in Gant, and Interim Provost **Alpay** confirmed that the 3rd and 4th floors of the building will not be finished and will serve as shelf space to address growing research needs as they develop. Senator **Nanclares** asked if it is correct that the university has spent approximately \$11.5-\$12M on the house settlement in the last six months and has this been accounted for in the budget for this fiscal year? President **Maric** called on Interim Vice President for Finance Reka Wrynn to respond to this question and Interim Vice President for Finance **Wrynn** shared that institutional support provided to athletics is flat in FY26 and athletics is generating their own funds through sales of tickets and additional contracts to cover those additional costs.

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

Senator **Day** shared that the SEC has met four times since the December Senate meeting and met twice with the President and the Provost, as well as two meetings with senior leadership. Senator **Day** shared gratitude to Renee Boggis and Lakeesha Brown in HR who have worked with the SEC to continue addressing concerns raised in the employee experience survey and have scheduled to discuss the results of that and the Segal consulting group report in the coming weeks. Senator **Day** added that the SEC has also met with Associate Vice President for University Safety Gene Labonte and Deputy Chief of Police Justin Gilbert to discuss issues of campus safety, encouraging senators to download the Live Safe app, which serves all members of our community in need of assistance. Senator **Day** also shared additional information on the motion put forward during New Business at the December 1, 2025 Senate meeting and shared that the SEC will be introducing New Business today to update the deadline highlighted in the charge to the ABR Taskforce who have not yet had sufficient time to meet and make a report. Moderator **Siegle** thanked Senator **Day** for their presentation.

4. Consent Agenda Items

Attachment #3

C & C Report

Nominating Committee Report

By voice vote, the consent agenda passed.

Moderator **Siegle**, without objection from the Senate, changed the order of presenters.

5. Learning Accommodations Taskforce Report

Attachment #9

Presented by Vice Provost for Student Success Tadarayl Starke

Vice Provost **Starke** shared a summary of the Learning Accommodations Taskforce Report findings and recommendations which was detailed in the PowerPoint presentation and in the report attached to meeting materials. The report and recommendations focused on three themes: (1) expanding disability support resources (2) collecting and using disability-specific data (3) providing professional development. Each theme included its own recommendations. The floor was opened to questions and Senator **Vernal** asked about how to encourage faculty to comply with what students need in terms of accommodations requests and Vice Provost **Starke** responded that educating faculty via additional trainings and possibly developing an incentivized structure to celebrate those who are providing appropriate support to their students. Senator **Ginsberg** recommended that training ensures information on how to not violate students' FERPA rights, particularly when accommodations require the use of technology in the classroom when a professor might otherwise not allow laptops or other technology in the class. Senator **Cummings** shared concerns regarding the high caseload numbers for our CSD staff and asked if the report included recommendations to hire more CSD staff members. Vice Provost **Starke** said yes, they have received approval to hire an additional DSP, and this will be a continued focus. Senator **Terni** shared a comment on the challenges of logistically managing accommodations, especially for larger classes. Senator **Subramanian** asked if there are specific goals related to expanding universal design and what that might look like. Vice Provost **Starke** shared that CETL and Neag have resources and expertise in being able to provide this and shared an interest in encouraging faculty to consider universal design when designing courses. Senator **Jockusch** asked if there would be technological solutions to make configurations of accommodations easier in Husky CT and Vice Provost **Starke** said that they can follow-up with CSD and ITS to see if there are any tools available to help faculty decrease the administrative burden.

Moderator **Siegle** thanked Vice Provost **Starke** for their presentation.

6. Resolution to Amend the By-Laws, Rules & Regulations of the University

Senate, Article II.F.1 (Part-Time Dean's List)

Attachment #5

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

Senator **Terni** presented amended language to the motion that was presented to the Senate during the December 1, 2025 meeting.

Moderator **Siegle** asked if there were any questions. Questions were raised regarding how the GPA would be calculated for eligibility and discussion ensued.

Senator **Terni** thanked Senators for their questions and feedback and the resolution was postponed to a future meeting by unanimous voice vote.

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

7. Resolution to Amend the By-Laws, Rules & Regulations of the University Senate, Article II.A.1 (Admissions; Minimum Requirements)

Attachment #6

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

Senator **Terni** presented the resolution, which had been introduced to the Senate during the December 1, 2025 meeting.

The resolution passed unanimously by voice vote.

8. CCC Omnibus By-Law Proposal

Attachment #7

Presented by CCC Chair Jamie Kleinman

Senator **Kleinman** presented the resolution, which had been introduced to the Senate during the December 1, 2025 meeting.

The resolution passed unanimously by voice vote.

Moderator **Siegle** called for New Business and Senator **Morrell** said they would like to raise a New Business item.

9. Resolution to Establish an Ad Hoc Taskforce on the Effects of Budget Cuts on Academic Units

Attachment #8

Presented by Senator Andrew Bush

Senator **Bush** reintroduced the resolution, which had been raised during New Business at the December 1, 2025 Senate Meeting and raised a motion to amend the original proposal, which was seconded by Senator **Morrell**.

The Amended Language is as follows:

The Senate requests information on the effects of the University's 5-year fiscal plan and changes in IDC allocations. We request information on changes that have already occurred, changes that are in progress, and changes that are anticipated to occur in the next two years.

Our request includes (but is not limited to) the following information, broken down by school or college:

- *Change (number and proportion) in tenure-track faculty lines*
- *Change (number and proportion) in non-tenure-track faculty lines*
- *Change (number and proportion) in staff lines*
- *Change (number and proportion) in graduate teaching assistant lines*
- *Changes in the use of undergraduate teaching assistances (regardless of exact name used)*

Senator **Cooley** proposed an amendment to the amendment. The amendment was seconded by Senator **Terni**:

- *Change (number and proportion) in **CIRE** faculty lines and adjunct faculty lines*

The amendment to the amended motion passed unanimously by voice vote.

Senator **Ginsberg** proposed an amendment to the amended motion. The amendment was seconded by Senator **Morrell**.

Our request includes (but is not limited to) the following information, broken down by school or college and by campus:

The amendment to the amended motion passed unanimously by voice vote.

Senator **Finiguerra** proposed an amendment to the amended motion. The amendment was seconded by Senator **Terni**.

- *Corresponding course offerings and class size increase requests*

The amendment to the amended motion passed unanimously by voice vote.

Senator **Terni** proposed an amendment to the amended motion. The amendment was seconded by Senator **Gresham**.

- *Elimination of undergraduate work study slots and scholarships*

Senator **Schaefer** suggested a format change to add the word “changes” to the beginning of the last two bullet points.

- *Changes in the corresponding course offerings and class size increase requests*
- *Changes in the available undergraduate work study slots and scholarships*

Moderator **Siegle** stated that because this is not a substantive change to the amendment to the amended motion, it does not require a vote.

Senator **Nelson** shared concerns about the use of the term “lines” as the fact that we have vacancies does not necessarily mean that we are eliminating faculty lines.

Moderator **Siegle** said they will address this comment after the amendment on the table has been discussed.

Senator **Fernandes** shared concerns about including work study data in this request as the Office of Financial Aid can obtain this information without making a formal request to the administration.

Senator **Morrell** shared concerns that if we add too much to this request, it may delay the receiving of this information. Senator **Dineen** also spoke against the amendment to the amended motion.

Senator **Tibbetts** suggested a wording change to add clarity to the wording of the amendment to the amended motion that was not substantive and did not require a vote.

- *Changes in the available undergraduate student employment slots (student labor or work study) and scholarships*

The amendment to the amended motion failed unanimously by voice vote.

Senator **Dineen** raised a point of information asking for clarification on what language has or has not yet been approved, and raised a motion to strike the last bullet point that had been amendment passed by voice vote:

- *Changes in the corresponding course offerings and class size increase requests*

The parliamentarian was consulted and Senator **Dineen** instead raised a motion to reconsider the inclusion of this line in the motion and proposed to strike the final bullet from the motion. The motion to reconsider was seconded by Senator **Munro**. A point of order was raised that this will be considered a motion to rescind and will require a two-thirds majority vote to pass.

- ~~*Changes in the corresponding course offerings and class size increase requests*~~

Discussion ensued and the motion to rescind passed by electronic vote, 47 YEA, 14 NAY, 5 ABSTAIN.

Moderator **Siegle** returned to Senator Nelson's comment regarding removing the word "lines" from the motion. Senator **Nelson** proposed an amendment to the amended motion. The amendment was seconded by Senator **Morrell**.

- *Change (number and proportion) in filled tenure-track faculty positions*
- *Change (number and proportion) in filled CIRE faculty positions and adjunct faculty positions*
- *Change (number and proportion) in filled staff positions*
- *Change (number and proportion) in filled graduate teaching assistant positions*

Discussion ensued and the motion to amend the amended motion passed unanimously by voice vote.

Senator **Morrell** proposed an amendment to the amended motion. The amendment was seconded by Senator **Bontly**.

*Our request includes (but is not limited to) the following information, broken down by school or college, **by funding source**, and by campus.*

Discussion ensued and the amendment to the amended motion failed by voice vote.

The final amendment to the original resolution passed unanimously by voice vote.

The amended resolution passed unanimously by voice vote.

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

10.New Business

Senator **Morrell** made a motion to amend the charge originally passed to establish the ABR Implementation & Study Committee to extend the deadline for when their report is due to the SEC from February 12, 2026 to April 23, 2026 and to extend their report date to the Senate to the May 2026 Senate meeting. The motion was seconded by Senator **Ortega**.

The motion to amend the Taskforce Charge passed unanimously by voice vote.

11.Adjournment

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

Senator **Ortega** seconded.

Motion passed unanimously.

The meeting was adjourned at 6:05 p.m.

Respectfully Submitted,
Michelle Everard
Senate Administrator

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

Andy Zhang, USG Storrs

University Senate Curricula and Courses Committee
Report to the Senate
February 2, 2026

I. New 1000- and 2000-level Courses

1. AHNH 2001 CAHNH Connections

Proposed Catalog Copy

AHNH 2001. CAHNH Connections (1 Credit)

Uses a peer mentoring model to further develop knowledge of pathways and careers in CAHNH fields for regional campus, campus change, and transfer students. Students deepen their understanding of their majors and career goals through exposure to diverse professional pathways, facilitated by guest speakers from and across the CAHNH disciplines. Includes a mentorship component, which pairs students with peers from similar majors fostering meaningful connections that enhance students' awareness of academic opportunities, campus resources, and potential career trajectories.

Enrollment Requirements: Not open for credit to students who have passed AHNH 3095 when offered as "Community and Career Development in CAHNH."

2. DRAM 2103 Introduction to Stage Management

Proposed Catalog Copy

DRAM 2103. Introduction to Stage Management (3 Credits)

Fundamental skills and responsibilities of stage management. Examines the relationship between the stage manager and other members of the production team.

3. NRE 2416 Trees and Forests Lab: Dendrology (Bundled with SANR 216)

Proposed Catalog Copy

NRE 2416. Trees and Forests Lab: Dendrology (1 Credit)

Field-based introduction to taxonomy, silvics, and distribution of trees and shrubs of the United States with emphasis upon Northeastern species. Field trips will be required.

Taught concurrently with SANR 216.

Enrollment requirements: Instructor consent required.

4. SOWK 2101 Organizing for Social Change

Proposed Catalog Copy

SOWK 2101. Organizing for Social Change (3 Credits)

History and theory of community organizing through a social work perspective. Basic tools and strategies that organizations and individuals use to effect change within their communities.

5. SOWK 2102 Engaged Mindfulness for Social Change

Proposed Catalog Copy

SOWK 2102. Engaged Mindfulness for Social Change (3 Credits)

Introduces students to the practice and principles of socially engaged mindfulness, with an emphasis on how mindfulness can support sustained participation in social change efforts across diverse fields and careers.

II. Revised 1000- and 2000-level Courses

1. CHEG 2103 Introduction to Chemical Engineering (Revise prereqs)

Current Catalog Copy

CHEG 2103 Introduction to Chemical Engineering (3 Credits)

Application of the principles of chemistry and physics to chemical processes; units, dimensions, and process variables; material balances; equations of state (ideal and real); single component equilibria; energy balances; non reactive and reactive processes; combined mass and energy balances.

Enrollment Requirements: CHEM 1128, or CHEM 1125 and 1126; MATH 1132.

Recommended preparation: CSE 1010.

Revised Catalog Copy

CHEG 2103 Introduction to Chemical Engineering (3 Credits)

Application of the principles of chemistry and physics to chemical processes; units, dimensions, and process variables; material balances; equations of state (ideal and real); single component equilibria; energy balances; non-reactive and reactive processes; combined mass and energy balances.

Enrollment Requirements: CHEM 1128Q, CHEM 1148Q, or CHEM 1125Q and 1126Q; MATH 1131Q. Recommended preparation: MATH 1132Q; CSE 1010. May not be taken out of sequence after passing CHEG 4354.

2. CHEG 2111 Chemical Engineering Thermodynamics I (Revise prereqs)

Current Catalog Copy

CHEG 2111 Chemical Engineering Thermodynamics I (3 Credits)

First and second law of thermodynamics; thermal and PVT properties of matter; exact differentials and thermodynamic identities; design and analysis of power cycles; analysis of refrigeration and liquefaction processes.

Enrollment Requirements: Recommended preparation: MATH 2110, CHEM 1128, and CHEG 2103, or consent of Chemical Engineering Program Director.

Revised Catalog Copy

CHEG 2111 Chemical Engineering Thermodynamics I (3 Credits)

First and second law of thermodynamics; thermal and PVT properties of matter; exact differentials and thermodynamic identities; design and analysis of power cycles; analysis of refrigeration and liquefaction processes.

Enrollment Requirements: CHEM 1127Q, CHEM 1137Q, CHEM 1147Q, or CHEM 1125Q; MATH 1131Q; Recommended preparation: MATH 2110Q, CHEM 1128Q, and CHEG 2103. May not be taken out of sequence after passing CHEG 4354.

3. CHEG 2201 Chemical Engineering Professional Skills I (Revise prereqs)

Current Catalog Copy

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.

Revised Catalog Copy

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: Open only to Chemical Engineering students.

4. ECE 2001 Electrical Circuits (Revise prereqs)

Current Catalog Copy

ECE 2001. Electrical Circuits (4 Credits)

Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports are required for each project.

Enrollment Requirements: MATH 2410Q or 2143Q and either PHYS 1402Q or 1502Q or 1602Q or 1230 or 1530, both of which may be taken concurrently. Not open for credit to students who have passed ECE 2000.

Revised Catalog Copy

ECE 2001. Electrical Circuits (4 Credits)

Analysis of electrical networks incorporating passive and active elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. AC steady state power and three-phase circuits. Periodic excitation and frequency response. Computer analysis tools. Design projects are implemented and tested in the laboratory. Laboratory reports are required for each project.

Enrollment Requirements: MATH 2410Q or 2143Q and either PHYS 1402Q or 1502Q or 1602Q or 1230 or 1530, both of which may be taken concurrently. May be taken for one

credit after passing ECE 2000.

5. MCB 2000 (3000) Introduction to Biochemistry (Revise Title, level, and prereqs)

Note: MCB 3010 Biochemistry has been removed to allow for this change.

Current Catalog Copy

MCB 2000. Introduction to Biochemistry (4 Credits)

The structure, chemistry, and metabolism of carbohydrates, lipids and proteins. Enzyme function and kinetics, energy metabolism, and structure and function of nucleic acids. A survey course for students of agriculture, general biology, medical technology, nursing, and pharmacy. Molecular and Cell Biology majors, biophysics majors, and other students desiring a more intensive introduction or considering advanced course work in biochemistry or molecular biology should take MCB 3010.

Enrollment Requirements: CHEM 2241 or 2444. CHEM 2444 may be taken concurrently. Not open for credit to students who have passed MCB 3010. Repeat restrictions apply. See advising.uconn.edu/repeat-policy for information.

Revised Catalog Copy

MCB 2000. Biochemistry (4 Credits)

The structure, chemistry, and metabolism of carbohydrates, lipids and proteins. Enzyme function and kinetics, energy metabolism, and structure and function of nucleic acids. A survey course for students of agriculture, general biology, medical technology, nursing, and pharmacy.

Enrollment Requirements: CHEM 2241 or 2444. Not open for credit to students who have passed MCB 3010. Repeat restrictions apply. See advising.uconn.edu/repeat-policy for information.

6. MSE 2001 Introduction to Structure, Properties, and Processing of Materials I (Revise prereqs)

Current Catalog Copy

MSE 2001 Introduction to Structure, Properties, and Processing of Materials I (3 Credits)

Bonding in materials, the crystal structure of metals and ceramics, and defects in materials will be introduced. Basic principles of phase diagrams and phase transformations will be given with particular emphasis on microstructural evolution and the effect of microstructure on the mechanical properties of metals and alloys.

Introductory level knowledge of mechanical properties, testing methods, strengthening mechanisms, and fracture mechanics will be provided.

Enrollment Requirements: CHEM 1127Q or 1147Q. Not open to students who have passed MSE 2101.

Revised Catalog Copy

MSE 2001 Introduction to Structure, Properties, and Processing of Materials I (3 Credits)

Bonding in materials, the crystal structure of metals and ceramics, and defects in materials will be introduced. Basic principles of phase diagrams and phase transformations will be given with particular emphasis on microstructural evolution and the effect of microstructure on the mechanical properties of metals and alloys.

Introductory level knowledge of mechanical properties, testing methods, strengthening mechanisms, and fracture mechanics will be provided.

Enrollment Requirements: CHEM 1127Q or 1147Q. Not open to students who have passed MSE 2101. Open only to Materials Science and Engineering majors, others by instructor consent.

7. MSE 2002 Introduction to Structure, Properties, and Processing of Materials II (Revise prereqs)

Current Catalog Copy

MSE 2002 Introduction to Structure, Properties, and Processing of Materials II (3 Credits)

Structures, properties, and processing of ceramics; structure, properties and processing of polymers and composites; electrical, thermal, magnetic and optical properties of solids; and corrosion.

Enrollment Requirements: MSE 2001 or 2101.

Revised Catalog Copy

MSE 2002 Introduction to Structure, Properties, and Processing of Materials II (3 Credits)

Structures, properties, and processing of ceramics; structure, properties and processing of polymers and composites; electrical, thermal, magnetic and optical properties of solids; and corrosion.

Enrollment Requirements: MSE 2001 or 2101. Open only to Materials Science and Engineering majors, others by instructor consent. Not open to students who have passed MSE 2102.

8. MSE 2053 Materials Characterization and Processing Laboratory (Revise prereqs)

Current Catalog Copy

MSE 2053 Materials Characterization and Processing Laboratory (2 Credits)

First semester of a three-semester MSE laboratory sequence. Foundational aspects of materials processing, specimen preparation, materials characterization, and materials design/selection will be introduced through experiments involving qualitative and quantitative microscopy, mechanical testing, thermal and mechanical processing. Course modules focus on metals, ceramics, and polymers.

Enrollment Requirements: MSE 2001 and MSE 2002, the latter can be taken concurrently.

*Revised Catalog Copy***MSE 2053 Materials Characterization and Processing Laboratory (2 Credits)**

First semester of a three-semester MSE laboratory sequence. Foundational aspects of materials processing, specimen preparation, materials characterization, and materials design/selection will be introduced through experiments involving qualitative and quantitative microscopy, mechanical testing, thermal and mechanical processing. Course modules focus on metals, ceramics, and polymers.

Enrollment Requirements: MSE 2001 or MSE 2101, either of which may be taken concurrently. Open only to Materials Science and Engineering majors.

9. NRE 2415 Trees and Forests (Revise title and description; bundled with SANR 215)*Current Catalog Copy***NRE 2415. Dendrology (3 Credits)**

The taxonomy, silvics, and distribution of trees and shrubs of the United States with emphasis upon Northeastern species. Field trips will be required.

Enrollment requirements: Recommended preparation: BIOL 1108 or 1110. May not be taken out of sequence after passing NRE 3500 or 4475.

*Revised Catalog Copy***NRE 2415. Trees and Forests (3 Credits)**

Introduction to trees and forests and their role in the global ecosystem and human society. Distribution and characteristics of forest types across the globe. The response of forests to global change and their value in mitigation of environmental change and its effects on humans. Taught concurrently with SANR 215.

Enrollment requirements: Recommended preparation: BIOL 1108 or 1110. May not be taken out of sequence after passing NRE 3500 or 4475.

10. POLS 2600 Making the Modern American Presidency (Revise prereqs)*Current Catalog Copy***POLS 2600. Making the Modern American Presidency (3 Credits)**

Developments in the presidency from the constitutional era through President Hoover.

Enrollment Requirements: Recommended preparation: POLS 1602.

*Revised Catalog Copy***POLS 2600. Making the Modern American Presidency (3 Credits)**

Developments in the presidency from the constitutional era through President Hoover.

Enrollment Requirements: Recommended preparation: POLS 1602. Not open for credit to students who passed POLS 2998 when offered as “Making the Modern American Presidency.”

III. Delete 1000- and 2000-level Courses

1. POLS 1396 Introduction to Research in Political Science

IV. Revised S/U-Graded Courses

1. GSCU 4981 (GEOG 4090) Internship: Field Study (Revise title, description, credit restrictions, and prereqs)

Current Catalog Copy

GEOG 4090. Internship in Geography (1-3 Credits)

A fieldwork internship program under the direction and supervision of the geography staff. Students will be placed in agencies or industries where their academic training will be applied. One eight-hour work day per week (or its equivalent) for the host agency during the course of the semester will be necessary for three academic credits. Hours by arrangement with hosting agency, not to exceed 16 hours per week. Only six credits of internship (between GEOG 4090 and 4091) may count towards the GEOG or GIS major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Enrollment Requirements: Instructor consent; open to sophomores or higher; must be taken with at least one credit of GEOG 4091 if more than one internship credit is requested in a semester.

Revised Catalog Copy

GSCU 4981. Internship: Field Study (1-3 Credits)

Supervised field experience under the direction of a faculty member affiliated with GSCU. Hours by arrangement with host agency; 42 hours per semester per credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). May be repeated for a total of 6 credits.

Enrollment Requirements: If more than one credit of field study is being taken, then it must be taken concurrently with GSCU 4991. Open to juniors or higher, or with consent of instructor.

V. Convoys

1. ECON Convoy (Number Revisions)
ECON 2301Q to 2901Q
ECON 2311Q to 2911Q
ECON 2312Q to 2912Q
ECON 2326 to 2926
ECON 2327 to 2927
2. GSCU Convoy (Subject and Number Revisions)
GSCU/CE 2500 (GEOG/CE 2500)
GSCU 3184 (INTD 3584)
GSCU 3190 (INTD 3590)
GSCU 3194/W (INTD 3594/W)

GSCU 4001W (GEOG 4001W)

GSCU 4018W (GEOG 4000W)

GSCU 4981 (GEOG 4090)

GSCU 4997W (GEOG 4096W)

VI. New Common Curriculum Courses

1. ARTH/AFRA 3060 Violence and Visual Culture (New CA1, CA4, TOI2, TOI3)

Proposed Catalog Copy

ARTH 3060. Violence and Visual Culture (3 Credits)

(Also offered as AFRA 3060) Exploration of the role of visual culture in shaping perceptions of violence, especially who gets deemed a victim or perpetrator; what it means to be innocent or guilty; and the role of race, sexuality, and gender in coding images of violence.

Enrollment requirements: Open to Sophomores or higher. Not open for credit to students who have passed ARTH 3995 when offered as “Violence and Visual Culture” or AFRA 3295 when offered as “Visualizing Violence.”

Content Areas: CA1, CA4

Topics of Inquiry: TOI2, TOI3

AFRA 3060. Violence and Visual Culture (3 Credits)

(Also offered as ARTH 3060) Exploration of the role of visual culture in shaping perceptions of violence, especially who gets deemed a victim or perpetrator; what it means to be innocent or guilty; and the role of race, sexuality, and gender in coding images of violence.

Enrollment requirements: Open to Sophomores or higher. Not open for credit to students who have passed ARTH 3995 when offered as “Violence and Visual Culture” or AFRA 3295 when offered as “Visualizing Violence.”

Content Areas: CA1, CA4

Topics of Inquiry: TOI2, TOI3

2. ENGL 2618 Digital Games and Literature (New CA1, TOI-1)

Proposed Course Description

ENGL 2618. Digital Games and Literature (3 Credits)

Design-based investigation of the relationship between digital games and "traditional" literature. Explores how literary techniques and structures are repurposed for digital games and how digital games influence literature. Participants in the course design and prototype their own digital games using beginner-friendly tools. No prior technical experience is required.

Enrollment requirements: ENGL 1007 or 1010 or 1011

Content Areas: CA1

Topics of Inquiry: TOI1

3. ENGL 2645 The Classical Hollywood Cinema (New CA1, TOI1, TOI2)

Proposed Course Description

ENGL 2645. The Classical Hollywood Cinema (3 Credits)

Broad historical survey of the Classical Hollywood Cinema (1910s-1960s) and its influence on modern American film and culture.

Enrollment requirements: ENGL 1007 or 1010 or 1011

Content Areas: CA1

Topics of Inquiry: TOI1, TOI2

4. ENGL 2720W Writing the City (CA1, CA4, TOI-1, TOI-3, W)

Proposed Catalog Copy

ENGL 2720W. Writing the City (3 Credits)

Focused study of creativity and innovation in urban spaces with special attention to issues of access, equity, and social justice. Students are expected to engage with local urban spaces and creatively participate in ongoing conversations about cities through writing assignments and projects.

Enrollment Requirements: ENGL 1007 or 1010 or 1011

Content Areas: CA1, CA4

Topics of Inquiry: TOI1, TOI3

5. HRTS/SOWK 2160 Human Rights and Social Work (New CA2, CA4INT, TOI3, TOI5)

Proposed Course Description

HRTS 2160. Human Rights and Social Work (3 Credits)

(Also offered as SOWK 2160) An examination of the relationship between social work and human rights, with emphasis on applying international human rights principles to practice. Topics include the international human rights system, social work's role in promoting rights, and analysis of social problems affecting women, children, immigrants, refugees, and other groups facing systemic barriers. U.S. case studies illustrate how social workers and allied professionals can advocate for and uphold human rights in their work.

Content Areas: CA2, CA4INT

Topics of Inquiry: TOI3, TOI5

SOWK 2160. Human Rights and Social Work (3 Credits)

(Also offered as HRTS 2160) An examination of the relationship between social work and human rights, with emphasis on applying international human rights principles to practice. Topics include the international human rights system, social work's role in promoting rights, and analysis of social problems affecting women, children, immigrants, refugees, and other groups facing systemic barriers. U.S. case studies illustrate how social workers and allied professionals can advocate for and uphold human rights in their work.

Content Areas: CA2, CA4INT

Topics of Inquiry: TOI3, TOI5

6. NURS 2093 Social Determinants of Health in Rural Guatemala (TOI2, TOI3)

Proposed Catalog Copy

NURS 2093. Social Determinants of Health in Rural Guatemala (3 credits)

An in-country immersion in rural Guatemala, where students explore Guatemalan society's cultural, historical, and sociopolitical context through the lens of global health and social justice. Promotes reflection on power, privilege, diversity, and structural inequities in health. Students engage with global perspectives, examine the impact of social injustice, and consider the role of nursing in advancing health equity. Through guided reflection, students develop cultural humility, global awareness, and a deeper sense of personal and professional growth. Led by UConn School of Nursing faculty and in collaboration with members of the Guatemalan community.

Content Areas: CA4

Topics of Inquiry: TOI2, TOI3

7. POLS/HEJS 2610 American Jewish Political Behavior (New CA2, CA4, TOI2, TOI3)

Proposed Course Description

POLS 2610. American Jewish Political Behavior (3 Credits)

(Also offered as HEJS 2610) A survey of political life experienced by Jewish communities in the United States. Topics may include ideologies, voting patterns, and group identity. Spans historical to modern issues and policies.

Content Areas: CA2, CA4

Topics of Inquiry: TOI2, TOI3

HEJS 2610. American Jewish Political Behavior (3 Credits)

(Also offered as POLS 2610) A survey of political life experienced by Jewish communities in the United States. Topics may include ideologies, voting patterns, and group identity. Spans historical to modern issues and policies.

Content Areas: CA2, CA4

Topics of Inquiry: TOI2, TOI3

VII. Revised Common Curriculum Courses

1. AH 3510 International Health (Revise level; Add TOI2, TOI3)

Current Catalog Copy

AH 4501. International Health (3 Credits)

Global (medical, cultural and economic) health challenges. Children's and women's health. Communicable and non-communicable diseases.

Open to AHS majors; juniors or higher; others by instructor consent.

Revised Catalog Copy

AH 3510. International Health (3 Credits)

Global (medical, cultural and economic) health challenges. Children's and women's health. Communicable and non-communicable diseases. Formerly offered as AH 4501.

Open to juniors or higher, others by instructor consent.

Topics of Inquiry: TOI2, TOI3

2. ANTH 2511 Museums and Anthropology: Design, Care and Collections Science (Revise title, description, and prereqs; add CA1, CA3Lab, TOI1, TOI6L)

Current Catalog Copy

ANTH 2511. Anthropology of Museums (3 Credits)

Museums as locales for intersecting issues of identity, memory, place, power, ethnicity, history, representation, and ownership. Special focus on collectors, theories, and methods for the collection and display of Native American bodies, histories, art, and artifacts. Four museum field trips and related field research required.

Enrollment requirements: Open to sophomores or higher. Recommended Preparation: ANTH 3027 or 3904.

Revised Catalog Copy

ANTH 2511. Museums and Anthropology: Design, Care and Collections Science (3 Credits)

Examines the creative and scientific foundations of museum anthropology. Emphasizes exhibit design, curation, and conservation as tools for exploring culture, ethics, and evidence. Students apply innovative and empirical approaches to collections care, documentation, and interpretation through lectures and laboratory-based museum practice.

Enrollment requirements: Open to sophomores or higher. Recommended Preparation: ANTH 1006, ANTH 2501, ANTH 3027, ANTH 3030, or ANTH 3904.

Content Areas: CA1, CA3LAB

Topics of Inquiry: TOI1, TOI6L

3. ARTH 2020 Global Jerusalem (Add TOI2, TOI5)

Current Catalog Copy

ARTH 2020. Global Jerusalem (3 Credits)

An introduction to the art and architecture of Jerusalem and the diverse religious, social, and political contexts of related re-creations across the world, from prehistory to the contemporary period. CA 1. CA 4-INT.

Content Areas: CA1, CA4INT

Revised Catalog Copy

ARTH 2020. Global Jerusalem (3 Credits)

An introduction to the art and architecture of Jerusalem and the diverse religious, social, and political contexts of related re-creations across the world, from prehistory to the contemporary period.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI2, TOI5

4. ARTH/AMST 3440/W Visual Culture of the United States, 19th Century (Revise description; Add TOI-2, TOI-5 to W)

Current Catalog Copy

ARTH 3440. Visual Culture of the United States, 19th Century (3 Credits)

(Also offered as AMST 3440) An exploration of how visual culture in the long 19th century contributed to the formation of the United States.

Enrollment Requirements: Open to sophomores or higher.

AMST 3440. Visual Culture of the United States, 19th Century (3 Credits)

(Also offered as ARTH 3440) An exploration of how visual culture in the long 19th century contributed to the formation of the United States.

Enrollment Requirements: Open to sophomores or higher.

ARTH 3440W. Visual Culture of the United States, 19th Century (3 Credits)

(Also offered as AMST 3440W) An exploration of how visual culture in the long 19th century contributed to the formation of the United States.

Enrollment Requirements: ENGL 1007 or 1010 or 1011; open to juniors or higher.

AMST 3440W. Visual Culture of the United States, 19th Century (3 Credits)

(Also offered as ARTH 3440W) An exploration of how visual culture in the long 19th century contributed to the formation of the United States.

Enrollment Requirements: ENGL 1007 or 1010 or 1011; open to juniors or higher.

Revised Catalog Copy

ARTH 3440. Visual Culture of the United States, 19th Century (3 Credits)

(Also offered as AMST 3440) Examines 19th-century U.S. visual culture, exploring how art and visual and material objects shaped concepts of nation, race, identity, and power, and their lasting impact on contemporary ideas of citizenship, freedom, and society.

Enrollment Requirements: Open to sophomores or higher.

Topics of Inquiry: TOI2, TOI5

AMST 3440. Visual Culture of the United States, 19th Century (3 Credits)

(Also offered as ARTH 3440) Examines 19th-century U.S. visual culture, exploring how art and visual and material objects shaped concepts of nation, race, identity, and power, and their lasting impact on contemporary ideas of citizenship, freedom, and society.

Enrollment Requirements: Open to sophomores or higher.

Topics of Inquiry: TOI2, TOI5

ARTH 3440W. Visual Culture of the United States, 19th Century (3 Credits)

(Also offered as AMST 3440W) Examines 19th-century U.S. visual culture, exploring how art and visual and material objects shaped concepts of nation, race, identity, and power, and their lasting impact on contemporary ideas of citizenship, freedom, and society.

Enrollment Requirements: ENGL 1007 or 1010 or 1011; open to juniors or higher.

Topics of Inquiry: TOI2, TOI5

AMST 3440W. Visual Culture of the United States, 19th Century (3 Credits)

(Also offered as ARTH 3440W) Examines 19th-century U.S. visual culture, exploring how art and visual and material objects shaped concepts of nation, race, identity, and power, and their lasting impact on contemporary ideas of citizenship, freedom, and society.

Enrollment Requirements: ENGL 1007 or 1010 or 1011; open to juniors or higher.

Topics of Inquiry: TOI2, TOI5

5. ARTH/HRTS 3580/W Image as Witness: Testimony, Witness, Confession (Revise description; add TOI-2, TOI-3 to W)

Current Catalog Copy

ARTH 3580. Image as Witness: Testimony, Witness, Confession. (3 Credits)

(Also offered as HRTS 3580.) Explores the role of visual culture in bearing witness to human rights abuses.

Enrollment Requirements: Not open for credit to students who have passed ARTH 3995 when offered as "Image as Witness."

ARTH 3580W. Image as Witness: Testimony, Witness, Confession. (3 Credits)

(Also offered as HRTS 3580W.) Explores the role of visual culture in bearing witness to human rights abuses.

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

Skill Codes: W

HRTS 3580. Image as Witness: Testimony, Witness, Confession. (3 Credits)

(Also offered as ARTH 3580.) Explores the role of visual culture in bearing witness to human rights abuses.

Enrollment Requirements: Not open for credit to students who have passed ARTH 3995 when offered as "Image as Witness."

HRTS 3580W. Image as Witness: Testimony, Witness, Confession. (3 Credits)
(Also offered as ARTH 3580W.) Explores the role of visual culture in bearing witness to human rights abuses.

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

Skill Codes: W

Revised Catalog Copy

ARTH 3580. Image as Witness: Testimony, Witness, Confession. (3 Credits)
(Also offered as HRTS 3580.) Explores the role of visual culture in bearing witness to human rights abuses. Examines how witnesses have used images to convey testimony, analyzing historical examples and artistic practices that highlight the limits of verbal expression, linking ethics and aesthetics in confronting profound historical events.
Enrollment Requirements: Open to juniors or higher. Not open for credit to students who have passed ARTH 3995 when offered as "Image as Witness."

Topics of Inquiry: TOI2, TOI3

ARTH 3580W. Image as Witness: Testimony, Witness, Confession. (3 Credits)
(Also offered as HRTS 3580W.) Explores the role of visual culture in bearing witness to human rights abuses. Examines how witnesses have used images to convey testimony, analyzing historical examples and artistic practices that highlight the limits of verbal expression, linking ethics and aesthetics in confronting profound historical events.
Enrollment Requirements: ENGL 1007 or 1010 or 1011. Open to juniors or higher.
Topics of Inquiry: TOI2, TOI3
Skill Codes: W

HRTS 3580. Image as Witness: Testimony, Witness, Confession. (3 Credits)
(Also offered as ARTH 3580.) Explores the role of visual culture in bearing witness to human rights abuses. Examines how witnesses have used images to convey testimony, analyzing historical examples and artistic practices that highlight the limits of verbal expression, linking ethics and aesthetics in confronting profound historical events.
Enrollment Requirements: Open to juniors or higher. Not open for credit to students who have passed ARTH 3995 when offered as "Image as Witness."
Topics of Inquiry: TOI2, TOI3

HRTS 3580W. Image as Witness: Testimony, Witness, Confession. (3 Credits)
(Also offered as ARTH 3580W.) Explores the role of visual culture in bearing witness to human rights abuses. Examines how witnesses have used images to convey testimony, analyzing historical examples and artistic practices that highlight the limits of verbal expression, linking ethics and aesthetics in confronting profound historical events.
Enrollment Requirements: ENGL 1007 or 1010 or 1011. Open to juniors or higher.

Topics of Inquiry: TOI2, TOI3

Skill Codes: W

6. ARTH/ARIS/HIST 3710 Islamic Art History (Add TOI2, TOI5 to CA1, CA4INT)

Current Catalog Copy

ARTH 3710. Islamic Art History (3 Credits)

(Also offered as ARIS 3710, HIST 3710.) A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

Enrollment Requirements: Open to juniors or higher.

Content Areas: CA1, CA4INT

ARIS 3710. Islamic Art History (3 Credits)

(Also offered as ARTH 3710, HIST 3710.) A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

Enrollment Requirements: Open to juniors or higher.

Content Areas: CA1, CA4INT

HIST 3710. Islamic Art History (3 Credits)

(Also offered as ARIS 3710, ARIS 3710.) A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula. CA 1. CA 4-INT.

Enrollment Requirements: Open to juniors or higher.

Content Areas: CA1, CA4INT

Revised Catalog Copy

ARTH 3710. Islamic Art History (3 Credits)

(Also offered as ARIS 3710, HIST 3710.) A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula.

Enrollment Requirements: Open to juniors or higher.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI2, TOI5

ARIS 3710. Islamic Art History (3 Credits)

(Also offered as ARTH 3710, HIST 3710.) A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with

an emphasis upon the Middle East, North Africa, and the Iberian Peninsula.

Enrollment Requirements: Open to juniors or higher.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI2, TOI5

HIST 3710. Islamic Art History (3 Credits)

(Also offered as ARIS 3710, ARTH 3710.) A survey of the arts associated with Islam from the life of Muhammad in the seventh century through the early modern period, with an emphasis upon the Middle East, North Africa, and the Iberian Peninsula.

Enrollment Requirements: Open to juniors or higher.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI2, TOI5

7. COMM 3600/W New Communication Technologies [W] (Revise short title and description)

Current Catalog Copy

COMM 3600. New Communication Technologies (3 Credits)

An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

Enrollment Requirements: COMM 2600

COMM 3600W. New Communication Technologies (3 Credits)

An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

Enrollment Requirements: COMM 2600; ENGL 1007 or 1010 or 1011.

Revised Catalog Copy

COMM 3600. New Communication Technologies (3 Credits)

Technology trends and developments in the communication industry, and their impacts on human communication. Covers the history of telecommunication infrastructure to the latest insights on the ever-evolving information society.

Enrollment Requirements: COMM 2600

COMM 3600W. New Communication Technologies (3 Credits)

Technology trends and developments in the communication industry, and their impacts on human communication. Covers the history of telecommunication infrastructure to the latest insights on the ever-evolving information society.

Enrollment Requirements: COMM 2600; ENGL 1007 or 1010 or 1011.

8. COMM 4640/W Social Media for Strategic Communication [W] (Revise title and description)

Current Catalog Copy

COMM 4640. Social Media: Research and Practice (3 Credits)

Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

Enrollment requirements: COMM 2600; COMM 2200 or 2300 or 2500.

COMM 4640W. Social Media: Research and Practice (3 Credits)

Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.

Enrollment requirements: ENGL 1007 or 1010 or 1011; COMM 2600; COMM 2200 or 2300 or 2500.

Revised Catalog Copy

COMM 4640. Social Media for Strategic Communication

Focuses on social media as a strategic communication tool for individuals, brands, and organizations. Students will conduct social media research, create strategic social media plans, and analyze social media metrics.

Enrollment requirements: COMM 2600; COMM 2200 or 2300 or 2500.

COMM 4640W. Social Media for Strategic Communication

Focuses on social media as a strategic communication tool for individuals, brands, and organizations. Students will conduct social media research, create strategic social media plans, and analyze social media metrics.

Enrollment requirements: ENGL 1007 or 1010 or 1011; COMM 2600; COMM 2200 or 2300 or 2500.

9. DRAM 1710 Exploration of Acting (Revise description and prereqs; Add CA1, TO11)

Current Catalog Copy

DRAM 1710. Exploration of Acting (3 Credits)

The basic elements of the acting process and related skills for those not intending to pursue professional acting careers. May be repeated for credit to a total of six credits with change of instructor, or with instructor consent.

Enrollment Requirements: Not open to Acting majors or students who have passed DRAM 1701. May not be taken out of sequence after passing DRAM 3710.

Revised Catalog Copy

DRAM 1710. Exploration of Acting (3 Credits)

An introduction to the art of acting through practical exercises, textual analysis, and performance. May be repeated for credit to a total of six credits with change of instructor,

or with instructor consent.

Enrollment Requirements: Not open for credit to students who have passed DRAM 1701.

Content Area: CA1

Topics of Inquiry: TOI1

10. ENGL/NAIS 2210 Introduction to Indigenous Literatures and Cultures (Add NAIS cross-listing and FYW prereqs; Already approved for TOI2, TOI3)

Current Catalog Copy

ENGL 2210. Introduction to Indigenous Literatures and Cultures. (3 Credits)

Examination of the literatures and cultures of pre-contact, post-contact, and contemporary Indigenous peoples.

Content Areas: CA4

Topics of Inquiry: TOI2, TOI3

Revised Catalog Copy

ENGL 2210. Introduction to Indigenous Literatures and Cultures. (3 Credits)

(Also offered as NAIS 2210.) Examination of the literatures and cultures of pre-contact, post-contact, and contemporary Indigenous peoples.

Enrollment requirements: ENGL 1007 or 1010 or 1011

Content Areas: CA4

Topics of Inquiry: TOI2, TOI3

11. ENGL/AMST 2218/W Multi-Ethnic Literature and Culture of the United States (Revise level, title, description; add cross-listing; add CA1, TOI1, TOI3 to CA4)

Current Catalog Copy

ENGL 3218. Ethnic Literature of United States. (3 Credits)

The literatures of ethnic American authors. Writers may include Natachee Scott Momaday, Maxine Hong Kingston, Zora Neale Hurston, Rolando Hinojosa, Bernard Malamud, Nicholasa Mohr, John Fante, among others. CA 4.

Enrollment Requirements: ENGL 1007 or 1010 or 1011; open to juniors or higher.

Content Areas: CA4

ENGL 3218W. Ethnic Literatures of the United States. (3 Credits)

The literatures of ethnic American authors. Writers may include Natachee Scott Momaday, Maxine Hong Kingston, Zora Neale Hurston, Rolando Hinojosa, Bernard Malamud, Nicholasa Mohr, John Fante, among others. CA 4.

Enrollment Requirements: ENGL 1007 or 1010 or 1011; open to juniors or higher.

Skill Codes: COMP: Writing Competency

Content Areas: CA4

Revised Catalog Copy

ENGL 2218. Multi-Ethnic Literature and Culture of the United States (3 Credits)
(Also offered as AMST 2218.) An interdisciplinary introduction to the varied voices that make up U.S. multi-ethnic literature and culture. Particular attention will be paid to historical issues of equity and social justice and the ways that creative work both presents and remakes social inequality.

Enrollment requirements: ENGL 1007 or 1010 or 1011

Content Areas: CA1, CA4

Topics of Inquiry: TOI1, TOI3

ENGL 2218W. Multi-Ethnic Literature and Culture of the United States (3 Credits)
(Also offered as AMST 2218W.) An interdisciplinary introduction to the varied voices that make up U.S. multi-ethnic literature and culture. Particular attention will be paid to historical issues of equity and social justice and the ways that creative work both presents and remakes social inequality.

Enrollment requirements: ENGL 1007 or 1010 or 1011

Content Areas: CA1, CA4

Topics of Inquiry: TOI1, TOI3

Skill Codes: W

AMST 2218. Multi-Ethnic Literature and Culture of the United States (3 Credits)
(Also offered as ENGL 2218.) An interdisciplinary introduction to the varied voices that make up U.S. multi-ethnic literature and culture. Particular attention will be paid to historical issues of equity and social justice and the ways that creative work both presents and remakes social inequality.

Enrollment requirements: ENGL 1007 or 1010 or 1011

Content Areas: CA1, CA4

Topics of Inquiry: TOI1, TOI3

AMST 2218W. Multi-Ethnic Literature and Culture of the United States (3 Credits)
(Also offered as ENGL 2218W.) An interdisciplinary introduction to the varied voices that make up U.S. multi-ethnic literature and culture. Particular attention will be paid to historical issues of equity and social justice and the ways that creative work both presents and remakes social inequality.

Enrollment requirements: ENGL 1007 or 1010 or 1011

Content Areas: CA1, CA4

Topics of Inquiry: TOI1, TOI3

Skill Codes: W

12. ENGL/NAIS 2608 Introduction to Indigenous Film (Adding NAIS cross-listing; Already approved for TOI2, TOI3)

Current Catalog Copy

ENGL 2608. Introduction to Indigenous Film (3 Credits)

An introductory study of cinematic images of Indigenous peoples across historic, geographic, and generic categories. Particular attention will be paid to how cinema is an expression of Indigenous sovereignty and the ways colonialism shapes the film industry.

Enrollment requirements: ENGL 1007 or 1010 or 1011.

Content Area: CA4

Topics of Inquiry: TOI2, TOI3

*Revised Catalog Copy***ENGL 2608. Introduction to Indigenous Film (3 Credits)**

(Also offered as NAIS 2608.) An introductory study of cinematic images of Indigenous peoples across historic, geographic, and generic categories. Particular attention will be paid to how cinema is an expression of Indigenous sovereignty and the ways colonialism shapes the film industry.

Enrollment requirements: ENGL 1007 or 1010 or 1011.

Content Area: CA4

Topics of Inquiry: TOI2, TOI3

NAIS 2608. Introduction to Indigenous Film (3 Credits)

(Also offered as ENGL 2608.) An introductory study of cinematic images of Indigenous peoples across historic, geographic, and generic categories. Particular attention will be paid to how cinema is an expression of Indigenous sovereignty and the ways colonialism shapes the film industry.

Enrollment requirements: ENGL 1007 or 1010 or 1011.

Content Area: CA4

Topics of Inquiry: TOI2, TOI3

13. ENGL/NAIS 3618 Indigenous Horror (Add NAIS cross-listing; Already approved for TOI2, TOI3)*Current Catalog Copy***ENGL 3618. Indigenous Horror. (3 Credits)**

Focused study of Indigenous representation in horror media from pre-contact to the present day. CA 4.

Enrollment Requirements: 1007 or 1010 or 1011 or 2011. Recommended preparation: ENGL 2210 or ENGL 2608.

Content Areas: CA4

Topics of Inquiry: TOI2, TOI3

*Revised Catalog Copy***ENGL 3618. Indigenous Horror. (3 Credits)**

(Also offered as NAIS 3618.) Focused study of Indigenous representation in horror

media from pre-contact to the present day.

Enrollment Requirements: 1007 or 1010 or 1011 or 2011. Recommended preparation: ENGL 2210 or ENGL 2608.

Content Areas: CA4

Topics of Inquiry: TOI2, TOI3

NAIS 3618. Indigenous Horror. (3 Credits)

(Also offered as ENGL 3618.) Focused study of Indigenous representation in horror media from pre-contact to the present day.

Enrollment Requirements: 1007 or 1010 or 1011 or 2011. Recommended preparation: ENGL 2210 or ENGL 2608.

Content Areas: CA4

Topics of Inquiry: TOI2, TOI3

14. FREN 3235 Paris at Midnight: Modernity, Minorities, and Exiles (Add TOI1 to CA1, TOI3)

Current Catalog Copy

FREN 3235. Paris at Midnight: Modernity, Minorities, and Exiles (3 Credits)

Paris as a hub of ethnic, national, religious, gender, and linguistic diversity and a hotspot for radical ideas and paradigms in the twentieth and twenty-first century. Focus on minorities and exiles in the rapidly evolving geographies of Paris. Analysis of the interplay of diversity, aesthetic modernity, and the struggle for equality and social justice. The course raises awareness of the role, contribution, and representation of migration and exile in modern and contemporary French society and emphasizes cultural competence while also allowing students to demonstrate skills in the critical analysis of texts and visual materials. Taught in English.

Content Areas: CA1

Topics of Inquiry: TOI3

Revised Catalog Copy

FREN 3235. Paris at Midnight: Modernity, Minorities, and Exiles (3 Credits)

Paris as a hub of ethnic, national, religious, gender, and linguistic diversity and a hotspot for radical ideas and paradigms in the twentieth and twenty-first century. Focus on minorities and exiles in the rapidly evolving geographies of Paris. Analysis of the interplay of diversity, aesthetic modernity, and the struggle for equality and social justice. The course raises awareness of the role, contribution, and representation of migration and exile in modern and contemporary French society and emphasizes cultural competence while also allowing students to demonstrate skills in the critical analysis of texts and visual materials. Taught in English.

Content Areas: CA1

Topics of Inquiry: TOI1, TOI3

15. GSCU 2420/W (URBN 2302/W) Qualitative Analysis of Urban and Community Studies (Revise subject area and number; add CA3, TOI1, TOI6 to W)

Current Catalog Copy

URBN 2302. Qualitative Analysis of Urban and Community Studies (3 Credits)

An introduction to qualitative methods used in urban social research. Interdisciplinary techniques for data collection and analysis, including visual and narrative analysis, participant observation, interviewing, and archival research.

Enrollment requirements: ENGL 1007 or 1010 or 1011.

URBN 2302W. Qualitative Analysis of Urban and Community Studies (3 Credits)

An introduction to qualitative methods used in urban social research. Interdisciplinary techniques for data collection and analysis, including visual and narrative analysis, participant observation, interviewing, and archival research.

Enrollment requirements: ENGL 1007 or 1010 or 1011.

Revised Catalog Copy

GSCU 2420. Qualitative Analysis of Urban and Community Studies (3 Credits)

An introduction to qualitative methods used in urban social research. Interdisciplinary techniques for data collection and analysis, including visual and narrative analysis, participant observation, interviewing, and archival research.

Enrollment requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA3

Topics of Inquiry: TOI1, TOI6

GSCU 2420W. Qualitative Analysis of Urban and Community Studies (3 Credits)

An introduction to qualitative methods used in urban social research. Interdisciplinary techniques for data collection and analysis, including visual and narrative analysis, participant observation, interviewing, and archival research.

Enrollment requirements: ENGL 1007 or 1010 or 1011.

Content Areas: CA3

Topics of Inquiry: TOI1, TOI6

16. GSCU 2660 Work and Economic Justice (Formerly URBN 2600; Add URBN 2600 cross-listing)

Current Catalog Copy

URBN 2660. Work and Economic Justice

Interdisciplinary analysis of conservation and the human-environment relationship from a cross-cultural perspective. Major topics include sustainability, environmental ethics, climate change, natural disasters, health, and environmental justice.

Enrollment requirements: Not open to students who have passed URBN 3998 when

offered as Work and Economic Justice. Recommended preparation: URBN 2000.

Revised Catalog Copy

URBN 2660. Work and Economic Justice

(Also offered as GSCU 2600.) Interdisciplinary analysis of conservation and the human-environment relationship from a cross-cultural perspective. Major topics include sustainability, environmental ethics, climate change, natural disasters, health, and environmental justice.

Enrollment requirements: Not open to students who have passed URBN 3998 when offered as Work and Economic Justice. Recommended preparation: URBN 2000.

GSCU 2660. Work and Economic Justice

(Also offered as URBN 2600.) Interdisciplinary analysis of conservation and the human-environment relationship from a cross-cultural perspective. Major topics include sustainability, environmental ethics, climate change, natural disasters, health, and environmental justice.

Enrollment requirements: Not open to students who have passed URBN 3998 when offered as Work and Economic Justice. Recommended preparation: URBN 2000.

17. GSCU 3650E Urban Parks and Sustainability (Formerly URBN 3400E; Add URBN 3400E cross-listing)

Current Catalog Copy

URBN 3650E. Urban Parks and Sustainability

Historical and contemporary analysis of park issues related to the social, ecological, and economic sustainability of cities, such as the racial politics of park advocacy, the changing social practices of park use, the privatization of public space, urban resilience and green infrastructure, and the relationship between parks, gentrification, and urban sustainability.

Revised Catalog Copy

URBN 3650E. Urban Parks and Sustainability

(Also offered as GSCU 3650E.) Historical and contemporary analysis of park issues related to the social, ecological, and economic sustainability of cities, such as the racial politics of park advocacy, the changing social practices of park use, the privatization of public space, urban resilience and green infrastructure, and the relationship between parks, gentrification, and urban sustainability.

GSCU 3650E. Urban Parks and Sustainability

(Also offered as URBN 3650E.) Historical and contemporary analysis of park issues related to the social, ecological, and economic sustainability of cities, such as the racial politics of park advocacy, the changing social practices of park use, the privatization of

public space, urban resilience and green infrastructure, and the relationship between parks, gentrification, and urban sustainability.

18. HDFS 2004W Research Methods in Human Development and Family Sciences [W]
(Revise prereqs)

Current Catalog Copy

HDFS 2004W. Research Methods in Human Development and Family Sciences (4 Credits)

Overview of research methods with emphasis on the social context in which research occurs and is used, and strengths and limitations of social science research methods.

Includes topics such as hypothesis formation, measurement of social variables, research ethics, data collection techniques, and interpreting results.

Enrollment requirements: ENGL 1007 or 1010 or 1011; HDFS 1070, which may be taken concurrently; open only to HDFS majors, sophomores or higher. May not be taken out of sequence after passing HDFS 3092, 4004, or 4007.

Revised Catalog Copy

HDFS 2004W. Research Methods in Human Development and Family Sciences (4 Credits)

Overview of research methods with emphasis on the social context in which research occurs and is used, and strengths and limitations of social science research methods.

Includes topics such as hypothesis formation, measurement of social variables, research ethics, data collection techniques, and interpreting results.

Enrollment requirements: ENGL 1007 or 1010 or 1011; HDFS 1070, which may be taken concurrently; open only to HDFS majors, sophomores or higher. May not be taken out of sequence after passing HDFS 4004 or 4007W.

19. HDFS 2200 Human Development: Adulthood and Aging (Add CA2, TOI3, TOI5)

Current Catalog Copy

HDFS 2200. Human Development: Adulthood and Aging (3 Credits)

Individual development and behavior from young adulthood through later life with special attention given to family and social influences. Physical, cognitive, social and personality changes, role transitions, and interpersonal and intergenerational relationships.

Enrollment requirements: Open to sophomores or higher.

Revised Catalog Copy

HDFS 2200. Human Development: Adulthood and Aging (3 Credits)

Individual development and behavior from young adulthood through later life with special attention given to family and social influences. Physical, cognitive, social and personality changes, role transitions, and interpersonal and intergenerational

relationships.

Enrollment requirements: Open to sophomores or higher.

Content Areas: CA2

Topics of Inquiry: TOI3, TOI5

20. HIST/AMST 2520 Connecticut: A History of the World Around Us (Revise level; Add AMST cross-listing; Add CA1, TOI2, TOI5)

Current Catalog Copy

HIST 3520. Social and Cultural History of Connecticut and New England. (3 Credits)
Race, class, gender, religion, politics, and economy in New England. Interpretations of the region's culture from the 1600's through the 1800's. Introduces accessible primary sources and interpretive issues at public history sites. Either 3520 or 3522, but not both, may be counted for credit toward the History major.

Revised Catalog Copy

HIST 2520. Connecticut: A History of the World Around Us (3 Credits)

(Also offered as AMST 2520.) A survey of politics, culture, religion, environment, and economy in Connecticut from the 1500s through the present. Focuses on primary sources and approaches to historical interpretation.

Content Areas: CA1

Topics of Inquiry: TOI2, TOI5

AMST 2520. Connecticut: A History of the World Around Us (3 Credits)

(Also offered as HIST 2520.) A survey of politics, culture, religion, environment, and economy in Connecticut from the 1500s through the present. Focuses on primary sources and approaches to historical interpretation.

Content Areas: CA1

Topics of Inquiry: TOI2, TOI5

21. ILCS 1158 The Italian/American Experience: Literature, Film, and Identity [CA1, CA4, TOI2, TOI3] (Revise title)

Current Catalog Copy

ILCS 1158. Italian American Experience in Literature and Film (3 Credits)

Focuses on the Italian American experience as represented in a variety of fields, including literature and cinema. Taught in English. CA 1. CA 4.

Content Areas: CA1, CA4

Topics of Inquiry: TOI2, TOI3

Revised Catalog Copy

ILCS 1158. The Italian/American Experience: Literature, Film, and Identity (3 Credits)

Focuses on the Italian American experience as represented in a variety of fields,

including literature and cinema. Taught in English.

Content Areas: CA1, CA4

Topics of Inquiry: TOI2, TOI3

22. ILCS 1170 Italy Through its Regions [CA1, TOI2, TOI5] (Revise title)

Current Catalog Copy

ILCS 1170. Introducing Italy through Its Regions (3 Credits)

The diverse culture of Italy, studied through analysis of sociological, literary, artistic, and cinematic works from and about a single one of the different Italian regions and that region's cultural centers, such as Rome, Naples, Florence, Palermo, or Venice. Taught in English. May not be used to meet the foreign language requirement. CA 1.

Content Areas: CA1

Topics of Inquiry: TOI 2, TOI5

Revised Catalog Copy

ILCS 1170. Italy Through Its Regions (3 Credits)

The diverse culture of Italy, studied through analysis of sociological, literary, artistic, and cinematic works from and about a single one of the different Italian regions and that region's cultural centers, such as Rome, Naples, Florence, Palermo, or Venice. Taught in English. May not be used to meet the foreign language requirement.

Content Areas: CA1

Topics of Inquiry: TOI 2, TOI5

23. ILCS 3258W Italian Americans on Screen [CA1, CA4, TOI2, TOI5, W] (Revise title)

Current Catalog Copy

ILCS 3258W. Cinematic Representations of Italian Americans (3 Credits)

Cinematic representations of Italian Americans in the works of major directors from the silent era to the present. Construction of and attempts to dislodge negative stereotypes of Italian American male and female immigrants. Taught in English. CA 1. CA 4.

Enrollment requirements: ENGL 1007 or 1010 or 1011.

Skill Codes: W

Content Areas: CA1, CA4

Topics of Inquiry: TOI2, TOI5

Revised Catalog Copy

ILCS 3258W. Italian Americans on Screen (3 Credits)

Cinematic representations of Italian Americans in the works of major directors from the silent era to the present. Construction of and attempts to dislodge negative stereotypes of Italian American male and female immigrants. Taught in English.

Enrollment requirements: ENGL 1007 or 1010 or 1011.

Skill Codes: W

Content Areas: CA1, CA4

Topics of Inquiry: TOI2, TOI5

24. LING 2010Q The Science of Linguistics [CA3, TOI6, Q] (Revise prereqs)

Current Catalog Copy

LING 2010Q. The Science of Linguistics (3 Credits)

An introduction to the methods and major findings of linguistic research as applied to the sound systems of languages and the structure and meaning of words and sentences. CA 3.

Enrollment requirements: May not be taken out of sequence after passing LING 3110.

Skill Codes: Q

Content Areas: CA3

Topics of Inquiry: TOI 6

Revised Catalog Copy

LING 2010Q. The Science of Linguistics (3 Credits)

An introduction to the methods and major findings of linguistic research as applied to the sound systems of languages and the structure and meaning of words and sentences.

Skill Codes: Q

Content Areas: CA3

Topics of Inquiry: TOI 6

25. MCB 1201 Virus Hunting: Applied Bioinformatics [CA3L, TOI6L] (Revise description; add enrollment requirements)

Current Catalog Copy

MCB 1201. Virus Hunting: Applied Bioinformatics (4 Credits)

Analysis of bacteriophages isolated in MCB 1200. Computational biology approaches including genome assembly, phylogenetic analysis and database searching to characterize gene content and evolutionary relationships. Focus on research methods and approaches, data interpretation, written and oral communication of scientific findings. Part of a two-semester series with MCB 1200, which can be taken in either order. CA 3-LAB.

Content Areas: CA3Lab

Topics of Inquiry: TOI6L

Revised Catalog Copy

MCB 1201. Virus Hunting: Applied Bioinformatics (4 Credits)

Analysis of bacteriophages isolated in MCB 1200. Computational biology approaches including genome assembly, phylogenetic analysis and database searching to characterize gene content and evolutionary relationships. Focus on research methods and approaches, data interpretation, written and oral communication of scientific findings. May be taken before or after MCB 1200 for students choosing both classes.

Content Areas: CA3Lab

Topics of Inquiry: TOI6L

26. MSE 4901W Capstone Design Project I (Revise prereqs)

Current Catalog Copy

MSE 4901W. Capstone Design Project I (3 Credits)

Seniors working in teams with faculty and industry mentors solve open ended projects in design of materials, materials processes, and material systems. Oral and written reports are required in each semester. For students with high academic standing the BSE and MS projects may overlap.

Enrollment requirements: MSE 3002; 3004; 3055; ENGL 1007 or 1010 or 1011.

Skill Codes: W

Revised Catalog Copy

MSE 4901W. Capstone Design Project I (3 Credits)

Seniors working in teams with faculty and industry mentors solve open ended projects in design of materials, materials processes, and material systems. Oral and written reports are required in each semester. For students with high academic standing the BSE and MS projects may overlap.

Enrollment requirements: MSE 3004; 3055; ENGL 1007 or 1010 or 1011.

Skill Codes: W

27. MSE 4902W Capstone Design Project II (Prereq correction)

Current Catalog Copy

MSE 4902W. Capstone Design Project II (3 Credits)

Seniors working in teams with faculty and industry mentors solve open ended projects in design of materials, products, and processes. Oral and written reports are required in each semester. For students with high academic standing the BSE and MS projects may overlap.

Enrollment requirements: MSE 4901; ENGL 1007 or 1010 or 1011.

Skill Codes: W

Revised Catalog Copy

MSE 4902W. Capstone Design Project II (3 Credits)

Seniors working in teams with faculty and industry mentors solve open ended projects in design of materials, products, and processes. Oral and written reports are required in each semester. For students with high academic standing the BSE and MS projects may overlap.

Enrollment requirements: MSE 4901W; ENGL 1007 or 1010 or 1011.

Skill Codes: W

28. NUSC 4237W Writing in Nutritional Sciences (Revise prereqs)

Current Catalog Copy

NUSC 4237W. Writing in Nutritional Sciences (1 Credit)

A writing-intensive class that emphasizes both style and content consistent with the discipline of Nutritional Science.

Enrollment requirements: ENGL 1007 or 1010 or 1011; NUSC 4236, which must be taken concurrently.

Skill Codes: W

Revised Catalog Copy

NUSC 4237W. Writing in Nutritional Sciences (1 Credit)

A writing-intensive class that emphasizes both style and content consistent with the discipline of Nutritional Science.

Enrollment requirements: ENGL 1007 or 1010 or 1011; NUSC 3236; open only to Nutritional Sciences students; instructor consent required.

Skill Codes: W

29. POLS/AAAS 2250/W The Political Economy of East Asia [CA2, TOI2, TOI3] (Already approved for TOIs; Revise level, title and prereqs; add AAAS cross-listing)

Current Catalog Copy

POLS 3250. The Political Economy of East Asia (3 Credits)

Economic, political, and social development of East Asia. CA 2.

Enrollment requirements: Open to juniors or higher. Recommended preparation: 1000-level courses in political science and economics.

Content Areas: CA2

Topics of Inquiry: TOI2, TOI3

POLS 3250W. The Political Economy of East Asia (3 Credits)

Economic, political, and social development of East Asia. CA 2.

Enrollment requirements: ENGL 1007 or 1010 or 1011. Open to juniors or higher.

Recommended preparation: 1000-level courses in political science and economics.

Skill Codes: W

Content Areas: CA2

Topics of Inquiry: TOI2, TOI3

Revised Catalog Copy

POLS 2250. Political Economy of East Asia (3 Credits)

(Also offered as AAAS 2250.) Economic, political, and social development of East Asia. Formerly offered as POLS 3250.

Enrollment requirements: Recommended preparation: 1000-level courses in political science and economics.

Content Areas: CA2

Topics of Inquiry: TOI2, TOI3

POLS 2250W. Political Economy of East Asia (3 Credits)

(Also offered as AAAS 2250W.) Economic, political, and social development of East Asia. Formerly offered as POLS 3250W.

Enrollment requirements: ENGL 1007 or 1010 or 1011. Recommended preparation: 1000-level courses in political science and economics.

Skill codes: W

Content Areas: CA2

Topics of Inquiry: TOI2, TOI3

AAAS 2250. Political Economy of East Asia (3 Credits)

(Also offered as POLS 2250.) Economic, political, and social development of East Asia. Enrollment requirements: Recommended preparation: 1000-level courses in political science and economics.

Content Areas: CA2

Topics of Inquiry: TOI2, TOI3

AAAS 2250W. Political Economy of East Asia (3 Credits)

(Also offered as POLS 2250W.) Economic, political, and social development of East Asia. Formerly offered as POLS 3250W.

Enrollment requirements: ENGL 1007 or 1010 or 1011. Recommended preparation: 1000-level courses in political science and economics.

Skill codes: W

Content Areas: CA2

Topics of Inquiry: TOI2, TOI3

30. POLS 2622 State and Local Government (Add CA2, TOI5)

Current Catalog Copy

POLS 2622. State and Local Government. (3 Credits)

The practical working of democracy and the role of state and local governments.

Revised Catalog Copy

POLS 2622. State and Local Government. (3 Credits)

The practical working of democracy and the role of state and local governments.

Content Areas: CA2

Topics of Inquiry: TOI5

31. POLS 3603WQ Congressional Apportionment and Redistricting (Revise prereqs, credit restriction)

Current Catalog Copy

POLS 3603WQ. Congressional Apportionment and Redistricting (3 Credits)
Empirical analyses and reporting of research on these fundamental democratic processes.
CA 2.
Enrollment requirements: ENGL 1007 or 1010 or 1011. Recommended preparation:
POLS 1602; POLS 2072Q or STAT 1000Q or STAT 1100Q.
Skill Codes: W, Q
Content Areas: CA2
Topics of Inquiry: TOI3, TOI5

Revised Catalog Copy

POLS 3603WQ. Congressional Apportionment and Redistricting (3 Credits)
Empirical analyses and reporting of research on these fundamental democratic processes.
Enrollment requirements: ENGL 1007 or 1010 or 1011. Recommended preparation:
POLS 1602; POLS 2072Q or STAT 1000Q or STAT 1100Q. Not open for credit to
students who passed POLS 2998 when offered as “Congressional Apportionment and
Redistricting.”
Skill Codes: W, Q
Content Areas: CA2
Topics of Inquiry: TOI3, TOI5

32. SOCI 2702E Human Societies and the Living Earth [CA2, TOI2, TOI4] (Revise credits
from 3 to 4)

Current Catalog Copy

SOCI 2702E. Human Societies and the Living Earth (3 Credits)
An overview of the different relationships between human societies and the living earth -
aquatic and terrestrial ecosystems - and their different meanings and perspectives to shed
light on this historical moment in human history in terms of climate change,
environmental destruction, and species extinction.
Content Area: CA2
Topics of Inquiry: TOI2, TOI4

Revised Catalog Copy

SOCI 2702E. Human Societies and the Living Earth (4 Credits)
An overview of the different relationships between human societies and the living earth -
aquatic and terrestrial ecosystems - and their different meanings and perspectives to shed
light on this historical moment in human history in terms of climate change,
environmental destruction, and species extinction.
Content Area: CA2
Topics of Inquiry: TOI2, TOI4

33. WGSS 2256 Latin American and Latinx Feminist Theory and Praxis [CA1, CA4INT, TOI-1, TOI-3] (Add LLAS cross-listing)

WGSS 2256. Latin American and Latinx Feminist Theory and Praxis (3 Credits)

Introduction to the dynamic field of Latin American and Latinx feminist theory and praxis with special emphasis on theoretical, artistic, creative, and activist approaches. Includes creative assignments and curatorial projects.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI1, TOI3

Revised Catalog Copy

WGSS 2256. Latin American and Latinx Feminist Theory and Praxis (3 credits)

(Also offered as LLAS 2256.) Introduction to the dynamic field of Latin American and Latinx feminist theory and praxis with special emphasis on theoretical, artistic, creative, and activist approaches. Includes creative assignments and curatorial projects.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI1, TOI3

LLAS 2256. Latin American and Latinx Feminist Theory and Praxis (3 credits)

(Also offered as WGSS 2256.) Introduction to the dynamic field of Latin American and Latinx feminist theory and praxis with special emphasis on theoretical, artistic, creative, and activist approaches. Includes creative assignments and curatorial projects.

Content Areas: CA1, CA4INT

Topics of Inquiry: TOI1, TOI3

VIII. Delete Common Curriculum Courses

1. EPSY 2450W Whole Child, School, and Community: Linking Health and Education [CA2, W]
2. SOCI 2198W Topics in the Sociology of Culture [W]

IX. Common Curriculum Courses Offered in Intensive Session

1. DMD/ARTH/AMST 3570 History and Theory of Digital Art (TOI1, TOI3)

Nominating Committee Report:

February 2, 2026

*All names marked with a * are currently serving University Senators*

ABR IMPLEMENTATION & STUDY AD HOC COMMITTEE:

- ***Beth Ginsberg, Political Science, CLAS (Stamford), Co-Chair**
- Megan Delaney, Undergraduate Advising, School of Pharmacy
- *David Embrick, Social & Critical Inquiry, CLAS
- Shahad Faiz, Undergraduate Student
- *Carrie Fernandes, Office of Financial Aid
- *Phoenix Harper, Undergraduate Student
- *Douglas Kaufman, Ed Curriculum & Instruction, Neag School of Education
- *Jamie Kleinman, CCC Chair, Psychological Sciences, CLAS (Avery Point)
- Desmond McCaffrey, e-Campus, CETL
- *Carl Rivers, Office of the Registrar
- Tadarayl Starke, Vice Provost for Student Success, Provost's Office
- *Diego Valente, C&C Chair, Physics, CLAS
- Manuela Wagner, Associate Dean for Humanities and Faculty Inclusion and Success, LCL, CLAS

MULTI-CAMPUS STANDING COMMITTEE:

- *Jennifer Dineen, Co-Chair, Public Policy, CLAS (Hartford)
- *Michael Ormsby, Co-Chair, One Stop Student Services
- *John Cooley, Ecology & Evolutionary Biology, CLAS (Hartford)
- *Kimberly Cuevas, Psychological Sciences, CLAS (Waterbury)
- *Beth Ginsberg, Political Science, CLAS (Stamford)
- *Lori Gresham, Psychological Sciences, CLAS, Stamford
- *Oskar Harmon, Economics, (Stamford)
- *Morty Ortega, NRE, CAHNR
- *Penny Vlahos, Marine Sciences, CLAS (Avery Point)
- Liza Boritz, Director of Planning, Assessment and Evaluation, Student Life & Enrollment

- Zachary Boudah, Graduate Student
- Amy Gorin, Senior Vice Provost (ex-officio)
- Mark Overmyer-Velazquez, Campus Dean, Hartford
- Peter Tribuzio, Director, Student Services (Waterbury)
- *Undergraduate student representation TBD*

MISCELLANEOUS APPOINTMENTS:

- Amy Gorin appointed as an ex-officio member to the Faculty Standards Committee
- *John Cooley appointed to serve on the C&C Committee
- *Elaine Lee appointed to serve on the Scholastic Standards Committee
- *Karen Skudlarek switched from the C&C Committee to DEIJA

University of Connecticut

**Learning Accommodations Task Force
Report to the University Senate**

Spring 2025

PURPOSE OF THE REPORT

In recent years, faculty have reported a sharp increase in accommodations requests received from the Center for Students with Disabilities (CSD). Many of these requests are also more complex in nature than before the pandemic. It has been increasingly challenging for instructors to manage the accommodations while ensuring they are responding to these requests in a way that is productive for the student and aligns with the course's curricular requirements. In addition, awareness of neurodiversity and different modes of learning continue to increase. Research and understanding of the role course redesign and instructor awareness of neurodiverse learning ("Universal Design for Learning") and how it can reduce the need for individualized accommodations, leading to a decrease in the burden on students, faculty and CSD.

BACKGROUND

In Spring 2023, the University Senate Scholastic Standards Committee recommended to the Senate Executive Committee to address these issues on a university level. The Senate Executive Committee recommended that the Future of Learning Committee take up this issue, but they were unable to do so before the group was formally discharged in September of 2023. The issue was raised again with the Senate Executive Committee during the Fall 2023 semester, and the group met with the Director of the CSD to address these concerns. As a result of multiple conversations, the Senate Executive Committee formed recommended the formation of a Learning Accommodations Task Force to consider these issues and offer solutions that best support student and faculty success in the classroom.

THE LEARNING ACCOMMODATIONS TASK FORCE

The Learning Accommodations Task Force convened (hereinafter referred to as the Task Force) to examine the nature and frequency of accommodations, evaluate faculty training and support in adopting Universal Design for Learning and inclusive teaching approaches that might reduce the need for accommodations, and make recommendations for improvement. The Task Force's efforts included reviewing CSD and faculty data, examining existing resources and programming related to faculty training and course redesign, and making recommendations in the form of a final report.

Task Force Membership

- Chair: Tadararrayl Starke, Vice Provost for Undergraduate Student Success
- Amanda Wilde (Director of Advising, School of Fine Arts)
- Audrey Silva (Director, Communication Access and Interpreting Services)
- Christine Wenzel (Executive Director, Center for Students with Disabilities)
- Desmond McCaffrey (Director, UConn Online)
- Erin Scanlon (Assistant Professor-in-Residence, Physics)
- Evelyn Tribble (Associate Dean for Humanities & Undergraduate Affairs/Professor of English)

- Karen Shalev (Graduate Assistant, Communications)
- Karen Skudlarek (IT Accessibility Coordinator, Information Technology Services)
- Kimberly R. Bergendahl (Associate Professor in Residence, Political Science)
- Laurie McCarty (Executive Director of Faculty Development, CETL)
- Maria Koistinen (Placement Coordinator, School of Social Work)
- Maryann Brescia (Assistant Clinical Professor/Director of Diversity, Equity, and Inclusion, School of Nursing)
- R. Holly Fitch (Professor, Behavioral Neuroscience)
- Sarira Motaref (Associate Director of Faculty Development, CETL)
- Vicki Magley (Professor and Director of Industrial & Organizational Psychology)

TASK FORCE RECOMMENDATIONS

The recommendations in this report seek to inform and improve faculty/staff and student experiences with accommodations while also enhancing the campus climate around disability support and advocacy. They are intended as a guide to increase knowledge around the systems currently in place, enhance existing programming and expand disability support resources, and provide additional professional development to improve disability inclusion and help ensure our students with disabilities persist, graduate, and are prepared for their post-graduation lives.

The recommendations are organized by three themes: 1) Expanding Disability Support Resources, 2) Collecting and Using Disability-Specific Data, and 3) Providing Professional Development. Each theme includes recommendations focused on students, faculty, and/or campus climate.

Recommendations for Expanding Disability Support Resources

Students do not always understand their accommodations and/or rights and responsibilities related to their accommodations, even after meeting with their DSP to go over this information. Where information is available, it may be displayed in a format that is dense and difficult to fully understand. Faculty also have difficulty meeting students' accommodations. Institutional data revealed that students sometimes feel faculty members do not understand their disabilities or accommodations and indicate that this impacts their comfort level in class and/or when using their approved accommodations. Instructors also indicated they were less certain about the institution's obligation in accommodations, unsure about their own responsibilities in implementing accommodations, and uncertain regarding resources to support struggling students. These issues combine to affect the campus culture as it relates to helping students fully engage in the curricular and co-curricular aspects of their postsecondary journey. To ensure students with disabilities have the maximum opportunity to understand and fully utilize their accommodations, to improve the student and faculty experiences in an effort to expand knowledge and use of disability support resources, and to promote a more inclusive and accessible campus community, the Task Force presents the recommendations below in support of expanding disability support resources. These recommendations should be handled in coordination with CSD and relevant campus

partners.

In Support of Students with Disabilities

- Provide information on new and existing disability support resources in different formats (i.e., videos, infographics).
- Create a student handbook that incorporates search and keyword lookup functions; include a separate *Graduate Student* section to help them navigate their unique experiences.
- Create a quick tip sheet for students highlighting reasonableness of requests/response time, expectations, rights and responsibilities, and resources available.
- Establish a Foundation account to pay for learning disability testing for students and make Beyond Access more affordable and accessible for students.

In Support of Faculty/Staff

- Create an accommodations faculty handbook, which includes FAQs and relevant accommodations information.
- Create a University Testing Facility, open to all students, to support faculty in meeting alternative testing accommodations for CSD-connected students and other students with extenuating circumstances.
- Incentivize course accessibility design and *interdependence* in the classroom through the promotion and review process for faculty.

To Enhance Campus Climate

- Coordinate and integrate existing disability and neurodiversity-related initiatives (i.e., Disability and Neurodiversity Alliance, Diversability, Beyond Access, the SHaW neurodiversity support group, CEE INCLUDE) across all campuses.
- Incentivize and develop a process to support the inclusion of disability studies topics in existing and new UConn courses.
- Establish a Disability Cultural Center that includes operations on all campuses.

Recommendations for Collecting & Using Disability-Specific Data

Understanding the experiences of students, faculty, and staff and how they engage with the campus community and environment is important. The student experience can help inform our understanding of how students navigate their disability and corresponding accommodations to improve UConn's systems and procedures. Better understanding of the faculty experience can help ensure our students have an equitable opportunity at success in and out of the classroom, and make our instructors better equipped to support students in their academic goals. Even HR data on how employees experience navigating their own accommodations has significant implications for the workplace climate. To better meet the needs of our students, faculty, and staff, and to better create a campus that promotes accessibility and full inclusion, the Task Force recommends the following regarding collecting and using disability-specific data.

In Support of Students with Disabilities

- Assess how UConn can better support undergraduate and graduate students through focus groups or open-ended response surveys.
- Utilize data from focus groups, surveys, and other assessments to create a “quick guide” and tip sheets to help students with disabilities more effectively communicate with faculty regarding accommodations.

In Support of Faculty/Staff

- Inventory existing accommodation and faculty/staff development resources and develop an accessible, university-wide clearinghouse.

To Enhance Campus Climate

- Improve existing data collection processes to better incorporate faculty/staff and student attitudes and beliefs about disability accommodations for future evaluations of campus climate and culture.

Recommendations for Enhancing Professional Development

CSD administered a survey in Spring 2023 to assess instructors’ knowledge of rights, responsibilities, and resources; learn about experiences implementing accommodations with a focus on remote attendance; and evaluate perceptions of usability of the MyAccess portal¹. Data revealed that 20% of instructors were less certain about the University’s obligation in accommodations for students with disabilities and their responsibilities in implementing accommodations. Nearly 33% of instructors indicated they had been presented with an accommodation they felt uncomfortable providing, with deadline extensions being the most frequently cited reason for this discomfort. Moreover, almost one-third of instructors indicated a level of uncertainty regarding resources to support struggling students.

Similar to faculty, students also indicated a need for support in navigating their accommodations. Many students indicate difficulty in navigating the MyAccess system, which delays their ability to receive accommodations. Also, CSD administered a similar survey to CSD-registered students to better understand their experiences with accommodations; knowledge of resources, rights, and responsibilities; and interactions with faculty and staff. Results revealed that approximately 40% of students with disabilities were not at least knowledgeable of the University’s obligation to accommodate students with disabilities and did not know their responsibilities related to their accommodations. About 25% of students “reported needing to push instructors to implement accommodations most of the time or always and approximately 20% [of students] needed to get their DSP involved for faculty to implement accommodations most of the time or always².”

These findings demonstrate a need in training and professional development to help

¹ CSD Faculty Experiences with Accommodations and MyAccess Report, 2023

² CSD Student Experiences with Accommodations and MyAccess Report, 2023

students access their accommodations and assist faculty in meeting students' accommodation needs.

In Support of Students with Disabilities

- Host trainings and continue developing “How To” guides for students to assist them in navigating the MyAccess database.
- Create workshops for specific student populations to proactively address issues related to accommodations, access, and resources.

In Support of Faculty/Staff

- Provide additional and more comprehensive professional development opportunities and training related to accessibility and UDL, including specific trainings for disabled faculty and staff about topics specific to their unique needs and interests.
- Increase and improve marketing of existing UConn training and professional development opportunities related to student accommodations and universal design utilizing the Provost Office communications network.

To Enhance Campus Climate

- Host the UConn Accessibility Summit in 2025

To accompany the Professional Development Recommendations, the Task Force suggests the following training ideas: CETL Workshops, school/college and/or discipline-specific faculty online learning communities (in-person and online), GA/TA-specific trainings, CAST videos, Options for Captioning, and UDL-IRN/Universal Design for Learning training.

CONTEXT FOR RECOMMENDATIONS

The Task Force Recommendations are based on a variety of data, information, and resources available at UConn. The information detailed below corresponds to the themes of the recommendations (Accommodation Resources, Professional Development, and Campus Climate) and provides additional context, rationale, and detail to support them.

Additional context for the recommendations comes from the demand for CSD accommodations and resources. From the 2021-2022 to the 2023-2024 academic years, UConn has seen a 15% increase in the number of students registered with the Center for Students with Disabilities (CSD) across all campuses³. With now over 6,100 students registered for CSD services, faculty have witnessed a significant increase in accommodation requests. At the same time, Disability Service Professional (DSP) caseloads in Storrs now average 629 students and 556 across the system, both levels far exceed the national recommended level of 1 DSP for every 250 undergraduate students⁴. DSP caseloads across the UConn system is 122.4% higher than nationally recommended levels.

CSD facilitates a wide range of academic accommodations, including notetaking assistance, second language and quantitative adjustments, alternative assignments, attendance flexibility, deadline extensions, alternative media for printed materials, and breaks during class. The increase in demand for CSD accommodation services is vivid when considering exam accommodations. From the Spring 2022 term to Spring 2024 term (Storrs), CSD witnessed an 86% increase in the total number of assessments coordinated, which included a 98% increase in the number of exams/quizzes administered throughout the semester prior to final exams.

Existing Resources for Students with Disabilities

Center for Students with Disabilities

For almost 60 years, UConn has provided support for students with disabilities. Today, the Center for Students with Disabilities (CSD) works to ensure students with disabilities have the same access to programs, opportunities, and activities as all others at UConn. The table below outlines the range of accommodations provided by CSD.

<i>Student Accommodations Provided by CSD</i>	
<i>Academic Accommodations</i>	
• Academic Adjustments • Alternate Assignments • Alternate Media • Assistive Technology • Deadline Extensions • Exam Accommodations	• Post-Production Captioning • Notetaking Assistance • Participation Modification • Priority Registration • Reduced Courseload • Service Animals

³ CSD 2024 Annual Report

⁴ Association on Higher Education and Disability (AHEAD)

• Lab/Discussion Assistants	
Residential Accommodations	
• Housing Accommodations • Emergency Evacuation	• Emotional Support Animals • Meal Plan Modification
Campus Access Accommodations	
• Parking Accommodations • Referral for Accessible Van Service	
Temporary Injuries/Conditions Accommodations*	
• Notetaking assistance • A scribe for assessments • Assistance with taking exams and/or quizzes	• Referral to the Accessible Van Service • Referral for personal assistants • Referral to campus and/or community resources
<i>*Not an exhaustive list</i>	

CSD also provides a variety of programs, opportunities, and events to enhance the experiences of UConn students. The CSD [App](#) is accessible through the MyUConn app and provides updates and announcements for certain CSD services. [Beyond Access](#) offers individualized support to help students bridge the gap between access and success and helps students understand, achieve, and develop an individual pathway to success. [CSDTech](#) assists students with exploring a variety of software programs, apps, and other resources that can help build academic and life skills to meet their particular needs and learning styles. [Delta Alpha Pi \(DAP\) International Honor Society](#) recognizes academic excellence among students with disabilities. [Personal Assistants](#) provide the support necessary for a student with a disability to live independently. The person with a disability recruits, interviews, hires, trains, and pays their own assistants. [REACHing Peers](#) (Resources in Education and Advocacy for Current Huskies) is a peer mentoring program connecting prospective UConn students with disabilities to current UConn CSD-registered students and links current UConn students with a network of CSD alumni for career and post-graduate preparation. [UCIS](#) (University of Connecticut Interpreting Services) cultivates universal inclusion and meaningful access by ensuring a comprehensively accessible educational environment for d/Deaf and hard of hearing students, faculty, staff, and visitors. [UConn GPS](#) provides first year or transfer students an opportunity to learn what it takes to be a successful student at UConn through a pre-semester workshop series that helps students prepare for academic success, discover campus resources and opportunities for social involvement, and build skills related to their health and wellness. <https://csd.uconn.edu/>

Neurodiversity in Engineering

Neurodiversity in Engineering encompasses the NSF-funded INCLUDE grant project within the Department of Civil and Environmental Engineering (CEE) and several neurodiversity-related programs designed to transform the educational experience for neurodiverse engineering students. With partners across the UConn community, the goal is to build an inclusive culture in engineering that celebrates the strengths and potential of all students. The INCLUDE team works to create an ecosystem that supports and empowers a wide

range of learners and cultivates the potential of neurodiverse students to contribute to innovations in engineering. Include aims to make systemic changes that range across the entire span of an engineering student's undergraduate experience.

As part of the INCLUDE project, a Neurodiversity in STEM Learning Community was established as a non-residential engagement opportunity. First year students in STEM fields who identify as neurodiverse are invited to join the Learning Community, enrolling in an FYE course sequence. Course topics include identifying strengths and talents, Engineering/STEM identity development, self-advocacy, wellness and wellbeing, and using assistive technology tools to maximize learning.

The INCLUDE project supports an inclusive community for neurodiverse students within the context of BRIDGE, a 5-week intensive program for underrepresented students entering the School of Engineering. As part of this partnership, INCLUDE provides mentoring and workshops for up to 10 students who self-identify as neurodiverse during the BRIDGE application process.

<https://neurodiversity.engineering.uconn.edu/>

CURRENT PROFESSIONAL DEVELOPMENT FOR ACCESSIBILITY

Center for Excellence in Teaching & Learning

The Center for Teaching & Learning (CETL) supports UConn faculty and teaching assistants in becoming more effective teachers⁵. CETL provides a variety of programs, events, services, and trainings to promote equitable and inclusive instruction. CETL's [Educational Technologies](#) department assists instructors with integrating technology to meet their needs and provides a variety of resources ensure their content and media used is accessible and compliant with Federal, State, and University laws and policies. CETL also includes a guide for [creating accessible classrooms and courses](#), has institutional and external resources for incorporating universal design for learning and disability support in the classroom, and provides consultations to assist instructors in making the learning environment more inclusive and accessible.

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

Office of Institutional Equity

The Office of Institutional Equity monitors UConn's compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act to support equal access for people with disabilities. OIE works to ensure the ability for all to participate in university-sponsored, non-course related programs or activities, in collaboration with the university community.

OIE is responsible for resolving allegations of discrimination based on disability, overseeing and ensuring University compliance with all relevant laws and regulations related to the ADA and Section 504, providing consultation, information and referral to appropriate

⁵ CETL Mission: <https://cetl.uconn.edu/about/mission/>

resources for disability- related issues and providing training on the ADA and Section 504.
<https://equity.uconn.edu/>

IT Accessibility

As part of UConn's commitment to providing an accessible digital environment for everyone, [Information Technology Services \(ITS\)](#) collaborates with University departments to design, develop, and procure information and communication technology that is accessible to individuals with disabilities⁶. Information and communication technology, or ICT, provides support to help make digital content, like websites and multimedia, and technologies like software and hardware, more accessible. Resources available include guides and recommendations for making documents, websites, media, and multimedia accessible; support for improving HuskyCT content accessibility; strategies to develop accessible course materials; workshops, training, and self-paced learning in accessible technology tools and skills development; and an A-Z Index of accessibility resources for faculty/staff.

<https://accessibility.its.uconn.edu/>

Accessibility/Universal Design for Learning Summit

The Accessibility and Universal Design for Learning (UDL) Summit is a one-day event on Monday, May 19th in Storrs in McHugh Hall. It is aimed at enhancing the knowledge and skills of faculty and staff in creating inclusive and accessible learning environments and websites. Funded by Undergraduate Student Success, eCampus, and the Center for Students with Disabilities (CSD), with support from Information Technology Services (ITS), Center for Excellence in Teaching and Learning (CETL), and various faculty members, the Summit will feature a keynote speaker from [CAST](#), multiple sessions on accessibility, UDL, and a student panel discussing their experiences with disabilities at the university. During lunch, there will be information tables from various departments on campus to chat with attendees, such as CSD, HR, OIE, and ITS.

<https://accessibility.its.uconn.edu/save-the-date-accessibility-udl-summit/>

The Neuroinclusive Teaching Spring 2025 Learning Community

This 4-session learning community is aimed at supporting and empowering regional campus instructors to build more inclusive learning environments where neurodiverse learners can thrive. Participants learn how a strength-based approach to neurodiversity can transform teaching and learning, apply neuroinclusive teaching standards and Universal Design for Learning (UDL) principles, and implement inclusive teaching practices to enhance student motivation and engagement. Participants receive personalized support and feedback from facilitators and peers, a Neuroinclusive Teaching Guidebook, access to all session/training materials, certificate of completion, and a Neuroinclusive Badge sticker.

⁶ Accessibility, UConn Office of Institutional Equity: <https://accessibility.uconn.edu/itaccessibility/>

Neuroinclusive Teaching Summer Institute (NTSI)

The NTSI is a 1.5-day professional learning opportunity aimed at supporting and empowering STEM faculty to build inclusive environments that allow neurodiverse learners to thrive. The training is designed to help faculty kickstart their neuroinclusive course redesign process.

<https://neurodiversity.engineering.uconn.edu/neuroinclusive-teaching-institutes/>

UConn's CAMPUS CULTURE

UConn's Office of Diversity and Inclusion (ODI) defines culture as "a way of life of a group of people—the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next⁷." Whereas climate is focused on current perceptions, culture is concerned with deeply held values and beliefs⁸. Disability culture is "a set of artifacts, beliefs, [and] expressions created by disabled people ourselves to describe our own life experiences⁹." Three key values of disability culture in higher education exist¹⁰:

- *Independence: ability to manage personal hygiene needs, to navigate the world, and to know one's equipment for enabling or contributing to independence*
- *Social justice: advocating for fair and equal access to opportunities*
- *Giving back to others: civic duty to help other disabled people to learn the ways of the group*

Climate and culture in higher education have impacts on student retention, grades, graduation rates, and faculty/staff retention rates¹¹. Likewise, the climate and culture around disability identity and awareness can affect the experiences and outcomes for disabled faculty, staff, and students¹². Therefore, to maximize student success and demonstrate support for disability services, postsecondary institutions must include a focus on the disability climate and culture.

Evidence of Disability Culture at UConn

UConn's Strategic Plan outlines our commitment to *A Stronger, More Inclusive University*. Within this Area of Focus, UConn has highlighted as a priority action our commitment to "cultivate an environment that promotes belonging and inclusion across cultures, identities, and abilities and empowers each individual to feel connected to the Husky

⁷ UConn Office of Diversity and Inclusion Glossary: <https://diversity.uconn.edu/glossary/#C>

⁸ Peterson, M. W., & Spencer, M. G. (1990). Understanding academic culture and climate. *New directions for institutional research*, 17(4), 3-18.

⁹ Brown, S. (2002). What is disability culture?. *Disability studies quarterly*, 22(2).

¹⁰ Forber-Pratt, A. J. (2019). (Re) defining disability culture: Perspectives from the Americans with Disabilities Act generation. *Culture & Psychology*, 25(2), 241-256.

¹¹ Ramburuth, P., & Tani, M. (2009). The impact of culture on learning: Exploring student perceptions. *Multicultural Education & Technology Journal*, 3(3), 182-195.

¹² Leddy, H. G. (2019). *The Impact of Campus Climate on Students with Disabilities in Postsecondary Education* (Doctoral dissertation, Florida Gulf Coast University); Shigaki, C. L., Anderson, K. M., Howald, C. L., Henson, L., & Gregg, B. E. (2012). Disability on campus: A perspective from faculty and staff. *Work*, 42(4), 559-571.

community¹³.” Across the institution, efforts are visible supporting our promotion of disability culture. For example, CLAS hosted three accessibility fellows in 2023, which led to the creation of a list of frequently asked questions and responses for instructors about accommodations¹⁴. During Spring Break 2025, UConn Waterbury held Neurovariability Level 1 Training for faculty and staff as part of Neurodiversity Celebration Week. Also, the UConn Center for Career Readiness and Life Skills now includes a Neurodiverse Affinity Community provides information on professional organizations, neurodiversity employment programs, events, success story and advice blogs, peer engagement opportunities, and other resources centered around neurodiverse experiences throughout the career development journey.

There have also been efforts to assess the disability culture surrounding accommodations from the student and instructor perspectives to better improve culture and delivery of disability support services. For example, CSD (2023) investigated the experiences of students registered with the office and instructors to improve support provided by the office. CLAS (2024) surveyed large lecture course instructors regarding their ability to manage the needs of their students with accommodations. The UConn Workplace Climate Survey (2017) gauged faculty/staff awareness of the *People with Disabilities* policy statement. Both the undergraduate and graduate Student Experience in the Research University (SERU) survey (2022) assessed the sense of belonging and perceptions of inclusion for students with disabilities. These assessment found that UConn has a culture where students understand their accommodations and believe they make their UConn experience accessible¹⁵; faculty need support in meeting students’ accommodation needs¹⁶; additional resources are needed to help instructors meet accommodation requests and expectations to promote equitable student success; and UConn has work to do to improve the sense of belonging, inclusion, and value for both undergraduate and graduate students with disabilities¹⁷.

¹³ UConn Strategic Plan Areas of Focus: <https://strategicplan.uconn.edu/areaoffocus/#stronger>

¹⁴ CLAS FAQs: https://provost.media.uconn.edu/wp-content/uploads/sites/2165/2023/12/SSC_-_FAQ-Top10-draft.2.9.23.pdf

¹⁵ CSD Student Experiences with Accommodations and MyAccess Report, 2023

¹⁶ CSD Faculty Experiences with Accommodations and MyAccess Report, 2023

¹⁷ 2022 SERU Survey Results for the University of Connecticut

CONCLUSION

Through the years, UConn has made great strides in supporting students with disabilities through various trainings, enhancing existing and developing new resources, and promoting a more inclusive campus environment. However, students need more help in knowing how to request, access, and communicate their accommodations. Faculty and staff need additional support in knowing how to meet students' accommodation requests and knowing what resources are available to supplement students' learning. The campus culture can be enhanced through greater intentional and visible programming and increased awareness of the work already being done. The Task Force recommendations present an opportunity to further develop, enhance, and implement strategies that expand resources to support students with disabilities; collect and use data to better understand disability-support, and to implement services to meet students' needs; and enhance professional development opportunities to assist students, faculty, and staff with navigating using and providing accommodations, as well as implementing universal design principles to create a more inclusive academic experience.

To effectively and successfully implement Task Force recommendations, the University will need to consider allocating additional or reallocating existing fiscal and faculty/staff resources. Also, there may be additional recommendations related to specific accommodations, institutional practices and policies, and/or the contributions of current HR processes to meet employee accommodations that could further create a campus characterized by a greater embrace of disability inclusion. The Task Force encourages continued conversation, evaluation, and review of systems that incorporate the voices of our students with disabilities, and faculty and staff who work to create an inclusive environment. As the needs of students with disabilities continue to shift and evolve, new ideas and innovative approaches to meeting these needs must be part of campus operations.

With the Strategic Plan as our guide, the Task Force recommendations help reaffirm UConn's commitment to holistic, equitable, and accessible student success. Our work in disability support services will continue to help us foster a more inclusive, equitable, and supportive educational environment for all students. By addressing the diverse needs of learners, including students with disabilities, UConn furthers its mission to provide a transformative and inclusive educational experience for every student.

Scholastic Standards Committee

To the University Senate

February 2, 2026

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 complete at least one credit in the spring semester
- must have received no mark below a 'C' nor received a 'U' in any course across the 12-month period
- must 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 place them in the upper quartile of their school or college in which they are enrolled at the conclusion of the Spring semester based on the mean combined Fall and Spring GPA data of that school/college.

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 complete at least one credit in the spring semester
- must have received no mark below a 'C' nor received a 'U' in any course across the 12-month period
- must 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 place them in the upper quartile of their school or college in which they are enrolled at the conclusion of the Spring semester based on the mean combined Fall and Spring GPA data of that school/college.

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

February 2, 2026

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:

- b. 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 they attend.

Motion passed unanimously by voice vote during the February 2, 2026 Senate meeting

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 drop but 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.

Motion passed unanimously by voice vote during the February 2, 2026 Senate meeting

New Business Motion

February 2, 2026

Background

During the December 1, 2025, Senate Meeting, the below New Business Motion was raised by Senator Andrew Bush:

Resolution to establish an ad hoc taskforce on the effects of budget cuts on academic units

The Senate will establish an ad hoc task force to gather information on the effects of proposed budget cuts on academic units at the University of Connecticut. The members of the task force will seek information from heads of academic departments, as well as other individuals, as they deem appropriate. Information to be gathered will include, but is not limited to, 1) size of budget cuts, 2) effects on undergraduate education, 3) effects on graduate programs and education, 4) effects on research, 5) other effects (e.g., Honors program, outreach, etc.). The task force shall be established by the end of the Fall 2025 examination period (December 14) and shall operate until the end of the 2026 calendar year unless extended by the Senate. It will provide an initial report to the Senate on February 2, 2026, with additional reports to follow if needed.

The motion was seconded and discussion ensued. During discussion, the motion was tabled by electronic vote to the February 2, 2026 Senate meeting.

Amended Resolution:

During the February 2, 2026 Senate meeting, Senator Bush proposed an amendment to the original motion, which was discussed and further amended. The final amended resolution passed by voice vote:

The Senate requests information on the effects of the University's 5-year fiscal plan and changes in IDC allocations. We request information on changes that have already occurred, changes that are in progress, and changes that are anticipated to occur in the next two years.

Our request includes (but is not limited to) the following information, broken down by school or college **and by campus**:

- Change (number and proportion) in **filled** tenure-track faculty **positions**
- Change (number and proportion) in **filled** CIRE faculty **positions** and adjunct faculty **positions**
- Change (number and proportion) in **filled** staff **positions**
- Change (number and proportion) in **filled** graduate teaching assistant **positions**
- Changes in the use of undergraduate teaching assistants (regardless of exact name used)

This motion passed as amended unanimously by voice vote.