University Senate Meeting
October 5, 2026
Student Union Ballroom, Room 330/331 (hybrid via MS Teams)

Moderator **Siegle** called the meeting to order at 4:01 p.m.

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

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

1. Approval of Minutes

The minutes of the September 14, 2026 were approved as distributed.

2. Report of the President

Presented by President Maric

President **Maric** began by providing an update that the Board of Trustees approved the Biennium Budget that will be presented to the state tomorrow, both for UConn and UConn Health. The technical request is $9.4 million for FY28 and $9.5 for FY29, wage increase for FY28 is $16.8 million, unfunded wage increase for FY26 and FY27 is $42.4 million, employer medical fringe rate of $9.2 million, which is the State-negotiated prescription rate increase of 40% in FY 27. Value of tuition and fee increase $28.8 million with objective not to increase the tuition, fees, or housing if we receive the funding from the state. Student financial aid of $6.6 million for FY28 and $3.0 million for FY29, which is to provide variable need-based awards to remove financial barriers for students with outstanding bills. Faculty workforce development for FY28 is $2.1 million to recruit faculty to support enrollment growth in nursing and engineering and in areas where we have significant demand, but this is one-time money with the objective of significant fundraising for this to recur. Faculty innovation at $2.6 million for faculty salary for FY28 and $3.4 for FY29.

Last week and this week NECHE Accreditors were our campuses, visiting Storrs as well as Hartford and Stamford campuses They also held one-on-one meetings with the President, Provost, Board of Trustee, and Financial Committee. Two main questions that President **Maric** asked were about financial sustainability of the regional campuses and about planning for the demographic cliff based on the

number of high school students the University is receiving there is likely to be challenges in Connecticut. They had a number of questions related to new business budget models and this is going to influence the regional campuses as well as decision making about regional campuses. This concluded the President's Report.

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

Senator **Morrell** asked about taking an alternative approach when presenting the request to the state to ask for payment of all the raises, such as a model similar to Oregon where they request a certain percentage of the raises as part of the state commitment. President **Maric** stated that in meeting with the Secretary of OPM, they believed that it should be presented together to have the best chance of being funded and for the sake of consistency, in the same way that CSCU and UConn Health is approaching it.

Moderator **Siegle** thanked President **Maric** for their presentation.

3. Report of the Senate Executive Committee

Presented by Michael Morrell, Senate Executive Committee Chair

Senator **Morrell** provided a few updates from the one meeting that has taken place since the September Senate meeting. The Nominating Committee and the SEC will be flipping the elections this year, with constituency elections this Fall and at-large elections taking place in the Spring. Staff will have one constituency seat in the Student Live and Enrollment constituency up for election and there will be some adjustments to the ballot due to By-Law changes. Faculty constituencies hosting elections this year will be Neag, CLAS, Nursing, Engineering, Stamford faculty, and Waterbury faculty.

Senator **Morrell** continued by mentioning that a training was held for the Board of Trustee representatives and wanted to recognize them for their service in their roles as Senate representatives to the Board of Trustees. Recognizing their service in alphabetical order: Ross Bagtzoglou, Karen Bresciano, Lindsay Cumming, Carrie Fernandes, Sandy Grande, Oskar Harmon, Horea Ilies, Karen Skudlarek, and Jennifer Tibbetts.

Senator **Morrell** encouraged Senators to attend any of the open meetings with the NECHE Accreditation team and shared the upcoming schedule of those meetings. Senator **Morrell** also encouraged Senators to attend the BLUE Budget Town Halls that are scheduled on October 13th at 11:00 a.m. and 3:00 p.m. in Konover Auditorium (virtual links also available).

Senator **Morrell** concluded by sharing that the SEC participated in interviews for the new Chief Transformation Officer. Lastly an email was sent out last week for the new round of the employee experience survey that will be coming out in January of 2027 and all faculty and staff are encouraged to participate in it, not just the Senate. This concludes the SEC Report.

Moderator **Siegle** asked if there were any questions, to which there were none, and then thanked Senator **Morrell** for their presentation.

4. Consent Agenda Items: Attachment #1

C & C Report
Nominating Committee Report

By voice vote, the Consent Agenda passed.

5. Scholars Day Motion Attachment #2

Presented by Scholastic Standards Co-Chair Lindsay Cummings and Associate Vice Provost for Enrichment Programs, Director of the Honors Program Jennifer Lease Butts

Senator **Cummings** and Associate Vice Provost Jennifer **Lease Butts** reminded the Senate of the motion as it was presented at the last meeting.

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

The By-Law change was approved by voice vote.

Moderator **Siegle** thanked Senator **Cummings** and Assoc. VP **Lease Butts** for their presentation.

6. Enrollment Updates Attachment #3 & 4

Presented by Nathan Fuerst, Vice President for Student Life & Enrollment and Leslie Shor, Vice Provost and Dean of The Graduate School

Vice President Nathan **Fuerst** provided a presentation entitled, "New Student Enrollment Update, Fall 2026" with an overview of the Strategic Enrollment Management (SEM) Plan. VP **Fuerst** concluded by introducing Marco Dinovelli, new Associate Vice President for Enrollment.

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

Senator **Zweifach** asked if the University is on target with enrollment to solve our budget problem. VP **Fuerst** responded that maintaining the tuition rate as flat for the last two years has been the right choice for our students given the increasing financial need on them, but it is one of the biggest hits in the financial forecast.

Senator **Toussaint** stated that as a student in Stamford competing in the workplace, what can be done for students needing additional support at the regional campuses. VP **Fuerst** stated that students working with the regional campus teams and additional academic support services can also be a part of conversations, but it is known that there is a need for more at the regional campuses.

Senator **Lerman** asked about enrollment being 40% above target and wanted to know if there was any sense of what this growth might be next year with such a tremendous growth in a single year. VP **Fuerst** stated that this is being reviewed to see how it fits within the Strategic Enrollment Plan, as well as having conversations with the respective Deans, the President, Provost and CFO to determine where opportunities are for the coming year and how they fit within the Institution.

Moderator **Siegle** thanked VP **Fuerst** and welcomed VP & Dean Leslie **Shor**.

Dean **Shor** provided a presentation entitled, "Fall 2026 Enrollment Report (Grad)" and reviewed the information within the presentation.

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

Senator **Morrell** asked about the significant decrease in the international applications and whether it is known what degrees the applications were within that were decreasing, Master's versus Doctoral. Dean **Shor** stated that they didn't have exact breakdowns so they would have to get back to them with this data.

Senator **Toussaint** asked if there are any strategies to expand graduate programs at the Stamford campus that align with the demand of the workforce. Dean **Shor** stated that a great success was within Social Work, as they created an online MSW program a couple of years ago and then they expanded it to meet the demand. There is also work being done for Graduate Certificates in a couple of different AI areas and work being done to reposition the MSDS program to have more AI content. In addition to this work, colleagues in Engineering, Business, and other areas are actively working with employers in the State to make sure graduates have the programs and the skills they need for employment.

Senator **Michel** asked about strategies to plan for how to 'weather the storm' 2 years out should this trend continue, given how this reduction of graduate students could significantly impact undergraduate programs as it would likely reduce the number of TAs that would be available. Dean **Shor** stated that The Graduate School is working to help programs with marketing campaigns, expanding the pathway programs with international partners, creating 4+1 programs, developing partnerships with other institutions, and always looking for other great ideas so please feel free to share.

Senator **Cummings** asked about more low-residency programs. Dean **Shor** mentioned the options of I-Ph.D.s and this consideration is to be a 4-year Ph.D. program, but it needs to be carefully thought out.

Senator **Valente** indicated that they see a lot of external factors in these numbers and is concerned with the internal budgetary factors that will also affect these numbers as well and wonders if this is being discussed and factored into the planning. Dean **Shor** stated that the Graduate School is trying to do things that will help multiple areas at once, as some programs decided to not accept applications every year, but ultimately it will be up to the programs to decide how they are going to best manage within their own schools and colleges and the Institution may need to discuss how to better collaborate on an interdisciplinary program to provide a better experience for the students.

Senator **Coppola** asked for examples of other institutions using a different model. Dean **Shor** mentioned Rutgers, as this is where they had done their undergraduate, as well as the California system. Senator **Coppola** followed up sharing an example regarding an issue related to an interdisciplinary graduate certificate program in the Language Sciences Community and the challenges this has created. Dean **Shor** acknowledged impinging budgets that are going to be really tough when it comes to enrollment issues moving forward as units grapple with these issues and everyone is going to be dealing with this across the University, so they understand.

Moderator **Siegle** thanked VP & Dean **Shor** for their presentation and for answering questions from the Senators.

Moderator Siegle called for any new business, for which there was none.

7. Segal Update

Attachment #5

Presented by Interim Vice President for Human Resources Renee Boggis

Interim Vice President **Boggis** provided a presentation entitled, "UConn Operational Excellence Update to the University Senate: Building a stronger foundation for the future." and then reviewed the information within the slides.

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

Senator **Zweifach** asked beyond HR and Marketing & Communications, where do you see future and further efforts to centralize services to achieve better efficiencies. VP **Boggis** said that there are a whole host of other areas recommended beyond this, such as procurement and/or travel, but first there was the need to start with one area such as HR before moving forward with another area. Senator **Zweifach** stated that CLAS is centralizing some of these areas and asked if this is what the Segal report is thinking about and VP **Boggis** said that this initiative is still at least a year out before any other areas are looked at so this work is encouraged to continue for what the schools/colleges/departments are doing to work more efficiently to identify their best model.

Senator **Morrell** mentioned that some schools/colleges/departments have had retirements which have left them with nobody, so they are asking if it is truly alright for this type of work to begin at the local level before the Segal work begins. VP **Boggis** stated that is definitely alright and they should continue to do what they need to do to make sure the unit is able to get the work done, such as sharing services.

Senator **Cumming** asked if the result is towards efficiency within a centralized service, it does not always appear to be efficient, and it can create significant challenges when the change has happened and nobody is responsible for a task or a task isn't being done in a timely manner. VP **Boggis** stated that a system is going to have to be put in place before this change is implemented to be sure that there is a way to track requests and get a reasonable and consistent turnaround time on responses.

Senator **Skudlarek** asked about representation on the design teams and gathering employee input from the perspective of employees with disabilities, including those with non-apparent disabilities, a population that may be underrepresented in the current workforce or may experience changes to processes, technology, or service delivery models differently. VP **Boggis** stated they will need to wait to see what this looks like and what the structure would look like, especially with regard to any changes to technology. They would also like to ask for the Senator's input on this and would appreciate talking offline about this as a possible person to discuss this directly.

Senator **Schaffer** asked about employees being reclassified, as they would lose their ability for career progression. VP **Boggis** stated that this would need to be considered and possibly rethought once it is implemented, not just for the career progression but for the classification system as it was built around a "generalist" model.

Moderator **Siegle** thanked VP **Boggis** for their presentation.

10. New Business

No new business

11. Adjournment

Senator **Harmon** made a motion to adjourn.
Senator **Valente** seconded.
Motion passed unanimously.
The meeting was adjourned at 5:18 p.m.

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

SENATE EXECUTIVE COMMITTEE:

Michael Morrell, Chair
Alexis Boylan
Karen Bresciano
Erin Ciarimboli
Sandy Grande, Vice Chair
Jamie Kleinman
Laurent Michel
Sarira Motaref
Tracy Rittenhouse
Del Siegle
Huhammad Faheem Hassan, GSS Treasurer
Haritha Subramanian, GSS Vice President
Venice Montanaro, Interim Member, USG Storrs President

University Senate Curricula and Courses Committee

Report to the Senate

October 5, 2026

A. New Common Curriculum Courses

1. CHIN 3220W Business Chinese
   Proposed Catalog Copy
   CHIN 3220W. Business Chinese (3 Credits)
   Introduction to Chinese business culture. Development of advanced Chinese written and oral competency in a business context. Taught in Chinese.
   Competencies: W
   Course Requirements: ENGL 1007 or 1010 or 1011. CHIN 3210 or equivalent.

2. HEJS/HIST 2430/W From Zion to Zionism: A History of Jewish Nationalism (New CA1, CA4INT, W, TOI2, TOI5, W)
   Proposed Catalog Copy
   HEJS 2430. From Zion to Zionism: A History of Jewish Nationalism (3 Credits)
   (Also offered as HIST 2430) Examines Jewish nationalist thought and politics in the 19th and 20th centuries; considers Jewish opposition to nationalism; seeks to understand the historical context in which nationalist ideas emerged; considers competing conceptions of Jewish identity in relation to the land of Israel and the Jewish diaspora.
   Topics of Inquiry: TOI2, TOI5
   Content Areas: CA1, CA4INT

   HIST 2430. From Zion to Zionism: A History of Jewish Nationalism (3 Credits)
   (Also offered as HEJS 2430) Examines Jewish nationalist thought and politics in the 19th and 20th centuries; considers Jewish opposition to nationalism; seeks to understand the historical context in which nationalist ideas emerged; considers competing conceptions of Jewish identity in relation to the land of Israel and the Jewish diaspora.
   Topics of Inquiry: TOI2, TOI5
   Content Areas: CA1, CA4INT

   HEJS 2430W. From Zion to Zionism: A History of Jewish Nationalism (3 Credits)
   (Also offered as HIST 2430W) Examines Jewish nationalist thought and politics in the 19th and 20th centuries; considers Jewish opposition to nationalism; seeks to understand the historical context in which nationalist ideas emerged; considers competing conceptions of Jewish identity in relation to the land of Israel and the Jewish diaspora.
   Topics of Inquiry: TOI2, TOI5

Content Areas: CA1, CA4INT
Competencies: W
Course Requirements: ENGL 1007 or 1010 or 1011

HIST 2430W. From Zion to Zionism: A History of Jewish Nationalism (3 Credits)
(Also offered as HEJS 2430W) Examines Jewish nationalist thought and politics in the 19th and 20th centuries; considers Jewish opposition to nationalism; seeks to understand the historical context in which nationalist ideas emerged; considers competing conceptions of Jewish identity in relation to the land of Israel and the Jewish diaspora.
Topics of Inquiry: TOI2, TOI5
Content Areas: CA1, CA4INT
Competencies: W
Course Requirements: ENGL 1007 or 1010 or 1011

3. HIST 2260/W War and Memory (New CA1, TOI1, TOI3, W)
Proposed Catalog Copy
HIST 2260. War and Memory (3 Credits)
An exploration of how the memory and commemoration of war and armed conflict are used and manipulated in a specific chronological period or geographic area. Topics may include the use of memory and commemoration for nation building, imperial identity, propaganda, anti-war and anti-imperial objections, or individual profit.
Topics of Inquiry: TOI1, TOI3
Content Area: CA1

HIST 2260W. War and Memory (3 Credits)
An exploration of how the memory and commemoration of war and armed conflict are used and manipulated in a specific chronological period or geographic area. Topics may include the use of memory and commemoration for nation building, imperial identity, propaganda, anti-war and anti-imperial objections, or individual profit.
Competencies: W
Topics of Inquiry: TOI1, TOI3
Content Area: CA1

4. PLSC 2000W Writing for Public Audiences: Plants, Food, and the Environment (New W)
Proposed Catalog Copy
PLSC 2000W. Writing for Public Audiences: Plants, Food, and the Environment (1 Credit)
Communicating science-based information to public audiences through case studies on food systems, plants, and environmental topics. Translating technical information into clear, accurate, and useful writing for real readers such as homeowners, growers, land managers, community groups, and local decision-makers, and practicing the use of using writing-support tools (including optional AI-assisted revision) responsibly to improve clarity and

audience fit. Topics may include sustainable practices, invasive species, plant disease outbreaks, soil and water concerns, gardening and landscape issues, and other timely plant, food and environmental challenges. Students build a small portfolio to use for internships and jobs. Open to all majors.
Competencies: W
Course Requirements: ENGL 1007 or 1010 or 1011.

5. PNB 2777W Honors Enhanced Physiology and Anatomy Laboratory (New W)
Proposed Catalog Copy
PNB 2777W. Honors Enhanced Physiology and Anatomy Laboratory (3 Credits)
Fundamentals of human physiology and anatomy enhanced through inquiry-based laboratories.
Grading Basis: Honors Credit
Competencies: W
Course Requirements: ENGL 1007 or 1010 or 1001. PNB 2775, which may be taken as a corequisite. Not open to students who have taken PNB 2776.

6. POLS 2470W Women's Rights in Law and Advocacy (New CA2, TOI1, TOI3, W)
Proposed Catalog Copy
POLS 2470W Women's Rights in Law and Advocacy (3 Credits)
Examines various challenges to patriarchal systems in feminist theory and international human rights law and teaches how to apply basic tools of human rights advocacy.
Topics of Inquiry: TOI1, TOI3
Content Area: CA2
Competencies: W
Course Requirements: ENGL 1007 or 1010 or 1011. Not open for credit to students who completed POLS 2998W when offered as “Women's Rights in Law and Advocacy."

7. POLS 2974Q Data Visualization for the Social and Behavioral Sciences (New CA2, TOI1, TOI6, Q)
Proposed Catalog Copy
POLS 2974Q. Data Visualization for the Social and Behavioral Sciences (3 Credits)
Data Visualization for the Social and Behavioral Sciences. (3 Credits)
Creative and technical skills using software to import, analyze, structure, and visualize data in the social and behavioral sciences. Focusing on design principles to create clear and refined graphs and dashboards.
Competencies: Q
Topics of Inquiry: TOI1, TOI6
Content Areas: CA2

B. Revised Common Curriculum Courses

1. ANSC 1676 All about your Pets: Introduction to Companion Animals (CA3, TOI6, Revise Title and Description)

   Current Catalog Copy

   ANSC 1676. Companion Animal Care and Management (3 Credits)
   Basic concepts of effectively caring for companion animals, while considering animal welfare, mental health and responsible pet ownership. Ethical issues related to companion animals will also be discussed and debated. Taught with SAAS 276. CA 3.
   Topics of Inquiry: TOI6
   Content Area: CA3

   Revised Catalog Copy

   ANSC 1676. All About Your Pets: Introduction to Companion Animals (3 Credits)
   Basic concepts of effectively caring for companion animals, while considering animal welfare, mental health and responsible pet ownership. Ethical issues related to companion animals will also be discussed and debated.
   Topics of Inquiry: TOI6
   Content Area: CA3

2. ECON 1201 Principles of Microeconomics (CA2, TOI5, TOI6, revise prereqs)

   Current Catalog Copy

   ECON 1201. Principles of Microeconomics (3 Credits)
   How the invisible hand of the market functions through the economic decisions of firms and individuals. How prices, wages and profits are determined, resources are allocated and income is distributed. Topical subjects (e.g., energy policy and health care).
   Topics of Inquiry: TOI5, TOI6
   Content Area: CA2
   Course Requirements: Not open for credit to students who have passed or are taking ECON 1200. May be taken before or after ECON 1202. May not be taken out of sequence after passing ECON 2198, 2201, 2211Q, or 2327. Students may not earn credit for both ARE 1150 and ECON 1201.

   Revised Catalog Copy

   ECON 1201. Principles of Microeconomics (3 Credits)
   How the invisible hand of the market functions through the economic decisions of firms and individuals. How prices, wages and profits are determined, resources are allocated and income is distributed. Topical subjects (e.g., energy policy and health care).
   Topics of Inquiry: TOI5, TOI6
   Content Area: CA2

Course Requirements: Not open for credit to students who have passed ARE 1150 or ECON 1200. May be taken before or after ECON 1202. May not be taken out of sequence after passing ECON 2198, 2201, 2211Q, or 2327.

3. ENGL 2637WE Environmental Justice Writing (Adding TOI3, TOI4, to existing CA1, CA4, W, E)
Current Catalog Copy
ENGL 2637WE. Environmental Justice Writing (3 Credits)
Critical analysis of literary and nonliterary writing and other artworks by Black, Indigenous, immigrant, working class, and women writers who are disproportionately affected by ecological crisis, as well as community based practice in writing for combined environmental and social justice advocacy. CA 1. CA 4.
Competencies: W, E
Content Areas: CA1, CA4

Revised Catalog Copy
ENGL 2637WE. Environmental Justice Writing (3 Credits)
Critical analysis of literary and nonliterary writing and other artworks by Black, Indigenous, immigrant, working class, and women writers who are disproportionately affected by ecological crisis, as well as community based practice in writing for combined environmental and social justice advocacy.
Competencies: W, E
Topics of Inquiry: TOI3, TOI4
Content Areas: CA1, CA4

4. ENGL 3115/W Literature of Enlightenment, Empire, and Revolution: 1660-1800 (Reactivating and adding TOI2, TOI5)
Current Catalog Copy
ENGL 3115. Literature of Enlightenment, Empire, and Revolution: 1660-1800 ENGL (3 Credits)
A survey of British literature composed between 1660 and 1800 that bore witness to, challenged, and promoted the ideals of the Enlightenment, the practice and institutions of the British empire, and the economic, social, and political revolutions of the Atlantic world during this historical period.
Course Requirements: ENGL 1007 or 1010 or 1011.

ENGL 3115W. Literature of Enlightenment, Empire, and Revolution: 1660-1800 ENGL (3 Credits)
A survey of British literature composed between 1660 and 1800 that bore witness to, challenged, and promoted the ideals of the Enlightenment, the practice and institutions of the British empire, and the economic, social, and political revolutions of the Atlantic world during this historical period

Competencies: W
Course Requirements: ENGL 1007 or 1010 or 1011.

Revised Catalog Copy
ENGL 3115. Literature of Enlightenment, Empire, and Revolution: 1660-1800 (3 Credits)
A survey of British literature composed between 1660 and 1800 that bore witness to, challenged, and promoted the ideals of the Enlightenment, the practice and institutions of the British empire, and the economic, social, and political revolutions of the Atlantic world during this historical period.
Course Requirements: ENGL 1007 or 1010 or 1011.
Content Areas: CA1
Topics of Inquiry: TOI2, TOI5

ENGL 3115W. Literature of Enlightenment, Empire, and Revolution: 1660-1800 (3 Credits)
A survey of British literature composed between 1660 and 1800 that bore witness to, challenged, and promoted the ideals of the Enlightenment, the practice and institutions of the British empire, and the economic, social, and political revolutions of the Atlantic world during this historical period
Course Requirements: ENGL 1007 or 1010 or 1011.
Content Areas: CA1
Topics of Inquiry: TOI2, TOI5
Competencies: W

5. ENGL 3509W Studies in Individual Writers (Revise prereqs; ENGL 3509 is bundled)
Current Catalog Copy
ENGL 3509W. Studies in Individual Writers (3 Credits)
Concentrated study in one or two authors writing in English.
Competencies: W
Course Requirements: ENGL 1007 or 1010 or 1011; open to juniors or higher.

Revised Catalog Copy
ENGL 3509W. Studies in Individual Writers (3 Credits)
Concentrated study in one or two authors writing in English. Course may be repeated for credit with a change in topic.
Competencies: W
Course Requirements: ENGL 1007 or 1010 or 1011.

6. GSCU 1700 People, Places, and Global Change (CA2, CA4INT, TOI2, TOI3, Update course title, add LOs, revise course description)
Current Catalog Copy
GSCU 1700. World Regional Geography (3 Credits)
Study of geographic relationships among natural and cultural environments that help to distinguish one part of the world from another. Analysis of selected countries as well as larger regions, with specific reference to the non-western world. Formerly offered as GEOG 1700.
Topics of Inquiry: TOI2, TOI3

Content Area: CA2, CA4INT

Revised Catalog Copy
GSCU 1700. People, Places, and Global Change (3 Credits)
Study of the geographic relationships among natural, social, and cultural environments that help to shape the distinctive character of places around the world. Students will analyze places at local, national, and global scales, with particular emphasis on the non-Western world. Formerly offered as GEOG 1700.
Topics of Inquiry: TOI2, TOI3
Content Area: CA2, CA4INT

7. HDFS 2004W Research Methods in Human Development and Family Sciences (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.
Competencies: W
Course 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 HDFS 4007W.

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.
Competencies: W
Course Requirements: ENGL 1007 or 1010 or 1011; HDFS 1060 or 1070; open to HDFS majors or by instructor permission. May not be taken out of sequence after passing HDFS 4004 or HDFS 4007W.

8. HDFS 2200 Human Development: Adulthood and Aging (CA2, TOI3, TOI5, revise prereqs)
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.
Topics of Inquiry: TOI3, TOI5
Content Area: CA2
Course 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.
Topics of Inquiry: TOI3, TOI5
Content Area: CA2
Course Requirements: Recommended preparation: HDFS 1070.

9. MAST/HIST 3501 Mariners' Skills for Interpreting the Maritime Humanities (Add CA3, TOI6, withdrawn from TOI4 consideration)
Current Catalog Copy
MAST 3501. Mariners' Skills for Interpreting the Maritime Humanities (3 Credits)
(Also offered as HIST 3501) Exploration of mariners' operational and technical skills and their use in interpreting maritime history, literature, art, and economic development. Course will pair technical and operational discussions and demonstrations with maritime humanities texts to explore how maritime service has influenced, framed, and contextualized human perspectives of seafaring. Topics may include vessel stability, laminar flow, piloting, navigation, marine cartography, voyage planning, vessel construction, maritime labor recruitment and management, marine engine mechanics, and maritime business management.
Course Requirements: Open to sophomores or higher.

HIST 3501. Mariners' Skills for Interpreting the Maritime Humanities (3 Credits)
(Also offered as MAST 3501) Exploration of mariners' operational and technical skills and their use in interpreting maritime history, literature, art, and economic development. Course will pair technical and operational discussions and demonstrations with maritime humanities texts to explore how maritime service has influenced, framed, and contextualized human perspectives of seafaring. Topics may include vessel stability, laminar flow, piloting, navigation, marine cartography, voyage planning, vessel construction, maritime labor recruitment and management, marine engine mechanics, and maritime business management.
Course Requirements: Open to sophomores or higher.

Revised Catalog Copy
MAST 3501. Mariners' Skills for Interpreting the Maritime Humanities (3 Credits)
(Also offered as HIST 3501) Exploration of mariners' operational and technical skills and their use in interpreting maritime history, literature, art, and economic development. Course will pair technical and operational discussions and demonstrations with maritime humanities texts to explore how maritime service has influenced, framed, and contextualized human perspectives of seafaring. Topics may include vessel stability, laminar flow, piloting, navigation, marine cartography, voyage planning, vessel construction, maritime labor recruitment and management, marine engine mechanics, and maritime business management.
Topics of Inquiry: TOI6
Content Areas: CA3
Course Requirements: Open to sophomores or higher.

HIST 3501. Mariners' Skills for Interpreting the Maritime Humanities (3 Credits)
(Also offered as MAST 3501) Exploration of mariners' operational and technical skills and their use in interpreting maritime history, literature, art, and economic development. Course

will pair technical and operational discussions and demonstrations with maritime humanities texts to explore how maritime service has influenced, framed, and contextualized human perspectives of seafaring. Topics may include vessel stability, laminar flow, piloting, navigation, marine cartography, voyage planning, vessel construction, maritime labor recruitment and management, marine engine mechanics, and maritime business management.
Topics of Inquiry: TOI6
Content Areas: CA3
Course Requirements: Open to sophomores or higher.

Respectfully Submitted by the 26-27 Senate Curricula and Courses Committee: Diego Valente (Chair), Pamela Bedore, Kristin Bott, Sally Chamberland, Sarah Croucher, David Embrick, Marc Hatfield, Jamie Kleinman, Alvaro Lozano-Robledo, Dan Mercier, Natalie Munro, Jordan Ochs, John Rendeiro, Ranjan Srivastava, Abhinav Upadhyay, Terra Zuidema

From the September 24, 2026 meeting

Nominating Committee Report:
University Senate Standing Committee Rosters, AY 2026-2027
October 5, 2026

*All members marked with * are 2026-2027 Senators*

Summary of Faculty and Staff Changes:

- Holly Fitch appointed to Scholastic Standards Committee
- *Jen Morenus appointed to University Budget Committee
- *Sandy Grande removed from University Planning Committee
- *Kelly Dennis moved from C&C Committee to DEIJA

Summary of Undergraduate Student Appointments:

Note: all student committee appointments are made by their respective undergraduate student bodies

C&C:

- Grace Ditunno
- Quinn Geier

CCC:

- Justin Vukas
- Sadaf Zarei

DEIJA:

- *Serena Lee
- Angelo Montes-Diaz

Enrollment:

- Maya Hudroge
- *Andrea Perez-Meneses

Faculty Standards:

- Anthony Levine

Multi-Campus Committee:

- *Horberth Alvarado
- Aditi Hemant Thaker

Scholastic Standards Committee:

- *Horberth Alvarado
- *Andrea Perez-Meneses

Student Welfare Committee:

- Margaret Izzo
- *Serena Lee

University Budget Committee:

- Abigail Cummings
- Sadaf Zarei

University Planning Committee:

- Nolan Busalacchi
- Damian Howson

Scholastic Standards Committee
To the University Senate

September 14, 2026

Background:

Recognizing UConn undergraduate students as Babbidge Scholars and New England Scholars is a long-standing UConn tradition, with the first awards granted in 1993. These awards highlight students' high academic achievement university-wide rather than separated by school or college via Dean's lists. Because these awards started as a grassroots effort, there has never been formal language codifying the policies for these awards nor guaranteeing their continuation. The following proposed by-law change seeks to remedy this omission.

Summary of Action:

This resolution seeks to update the By-Laws, Rules & Regulations of the University Senate Article II.F.2 by adding a new section (2. Scholastic Honors) to add information about Babbidge and New England Scholars.

Proposed By-Law Change (track changes):

F.2 Scholastic Honors

Each spring semester, the Director of the Honors Program will issue lists of students meeting the criteria for the Scholars Day Awards, which include the designations of Babbidge Scholars and New England Scholars.

To be eligible for either award, baccalaureate and Pharm.D. degree-seeking students must meet the following criteria for both the Spring and the Fall semesters of the previous calendar year: (a) earned at least twelve credits toward the calculation of both semester grade point averages, (b) have no temporary or incomplete grades for either semester as of February 15 of the subsequent calendar year, and (c) earn the following semester grade point averages for both semesters:

i. Babbidge Scholars must meet the Scholars Day criteria and earn a 4.0 semester grade point average for both semesters of the previous calendar year.

ii. New England Scholars must meet the Scholars Day criteria and earn at least a 3.7 semester grade point average for both semesters of the previous calendar year.

Students who have an approved accommodation for full-time status are considered for the Scholars Day awards.

Subsequent renumbering of sections within F:

- F.~~2~~ 3 General Graduation Honors
- F.~~3~~ 4 University Scholars
- F.~~4~~ 5 Honors Program
- F.~~5~~ 6 Education Abroad

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- F.3 General Graduation Honors
- F.4 University Scholars
- F.5 Honors Program
- F.6 Education Abroad