Academic Regulations

By accepting admission, the student assumes responsibility for knowing and complying with the regulations and procedures set forth by the University.

University Requirements for all Baccalaureates

The Board of Trustees awards the degrees of Bachelor of Arts, Bachelor of Science in Engineering, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science and Bachelor of General Studies to students who have completed the degree requirements of a school or college. Students can find their degree requirements in the section of the Catalog devoted to their school or college.

Required Credits. The University requires all students to complete at least 120 credits toward the degree. Some schools require more than 120 degree credits for graduation.

Required GPA. The University requires that all students have a cumulative grade point average (GPA) of at least 2.0 at the time of graduation. However, some of the schools and colleges require higher averages. Students should refer to their school or college requirements to determine the minimum cumulative GPA required.

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

General Education Requirements

The University Senate enacted these requirements to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is vital to the accomplishment of the University’s mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other. Every student must meet a set of core requirements to earn a baccalaureate degree, though some schools and colleges may add to the requirements listed here. To avoid delaying the progress of their degree, students should always consult the requirements listed for their particular school or college before registering. The school or college may refer the student to these Academic Regulations when the requirements and choices duplicate those listed here.

Content Areas. There are four content Areas: Content Area One - Arts and Humanities. Six credits; Content Area Two - Social Sciences. Six credits; Content Area Three - Science and Technology. Six to seven credits; Content Area Four - Diversity and Multiculturalism. Six credits.

The courses fulfilling the Content Areas One, Two, and Three requirements must be drawn from at least six different subjects as designated by the subject letter code (e.g., ANTH or PVS). The courses within each of these Content Areas must be from two different subjects. Content Area courses may be counted toward the major.

Normally, the six credits required as a minimum for each Content Area will be met by two three-credit courses. However, in Content Area One and Content Area Four (including Content Area Four International), repeatable one-credit courses may be included. Students may use no more than three credits of such courses to meet the requirement.

Students must pass at least seven content area courses with at least three credits each (with the exception noted above), amounting to a total of at least 21 credits.

In Content Area Three, one of the courses must be a laboratory course of four or more credits. However, this laboratory requirement is waived for students who have passed a hands-on laboratory science course in the biological and/or physical sciences.

In Content Area Four, at least three credits shall address issues of diversity and/or multiculturalism outside of the United States.

For all Content Areas, there can be multiple designations. An individual course may be approved for and may count for one Content Area, two Content Areas, or three Content Areas if one of the three is Content Area 4.

Content Area One - Arts and Humanities

Arts and Humanities courses provide a broad vision of artistic and humanist themes. These courses enable students themselves to study and understand the artistic, cultural and historical processes of humanity. They encourage students to explore their own traditions and their places within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human languages and cultures.

AFRA/FINA 1100 Afrocentric Perspectives in the Arts
AFRA/DRAM 3132 African American Women Playwrights, 1900 to the present
AMST 1700 Honors Core: American Landscapes
ANTH 1001W Anthropology through Film
ANTH 3401W World Religions
ANTH 3450W Anthropological Perspectives on Art
ARAB 1121 Traditional Arab Literatures, Cultures, and Civilizations
ARAB 1122 Modern Arabic Culture
ART 1000 Art Appreciation
ART/AAIS/INDS 3375 Indian Art and Popular Culture
ARTH 1128 Intro to West. Art II: Renaissance to Present, a World Perspective
ARTH 1137 Intro to Art History: Prehistoric - 14th Century
ARTH 1138 Intro to Art History: 15th Century - Present
ARTH 1140 Introduction to Asian Art
ARTH 1141 Intro to Latin American Art
ARTH 1162 Intro to Architecture
AAIS 3201 Intro to Asian American Studies
AAIS/HIST 3531 Japanese Americans and World War II
CHIN 1121 Traditional Chinese Culture
CHIN 1122 Modern Chinese Culture
CHIN 3250W Advanced Chinese
CAMS 1101 Greek Civilization
CAMS 1102 Roman Civilization
CAMS 1103 Classical Mythology
CLCS 1002 Reading Between the Arts
CLCS 1101 Classics of World Literature I
CLCS 1102 Classics of World Literature II
CLCS 1103W Languages and Cultures
CLCS 1110 Intro to Film Studies
CLCS 2201 Intercultural Competency towards Global Perspectives
CLCS 3211 Indigenous Film World Wide
DMD 2010 History of Digital Culture
DRAM 1101 Intro to the Theatre
DRAM 1110 Intro to Film
DRAM 1811 Dance Appreciation
DRAM 2134 Honors Core: Analyzing Sports as Performance
ECON 2101/W Economic History of Europe
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>ECON 2102/W</td>
<td>Economic History of the United States</td>
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<td>ENGL 1101/W</td>
<td>Classical and Medieval Western Literature</td>
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<tr>
<td>ENGL 1103/W</td>
<td>Renaissance and Modern Western Literature</td>
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<tr>
<td>ENGL 1503</td>
<td>Intro to Shakespeare</td>
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<td>ENGL 1616/W</td>
<td>Major Works of English and American Literature</td>
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<td>ENGL 1640W</td>
<td>Literature and the Creative Process</td>
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<td>ENGL 2100</td>
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<td>ENGL 2101</td>
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<td>ENGL 2274W</td>
<td>Disability in American Literature and Culture</td>
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<td>ENGL 2408/W</td>
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<td>ENGL 3633/W</td>
<td>The Rhetoric of Political Discourse</td>
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<td>FINA 1001/MUSI 1006</td>
<td>Earthenones: Vocal Ensembles</td>
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<td>FREN 1169</td>
<td>Modernity in Crisis: France and the Francophone World from 1850 to Today</td>
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<td>FREN 1171</td>
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<td>FREN 1176</td>
<td>Literatures and Cultures of Postcolonial Francophone World</td>
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<td>FREN 1177</td>
<td>Magicians, Witches, Wizards: Parallel Beliefs and Popular Culture in France</td>
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<td>FREN 3210</td>
<td>French Art and Civilization</td>
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<td>FREN 3211</td>
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<td>Issues in Cultural Studies, the Media, and the Social Sciences</td>
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<td>FREN 3234</td>
<td>Romanticism, Realism, Fin de Siecle: 19th-Century Literature</td>
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<td>FREN 3235</td>
<td>French Modernity</td>
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<td>FREN 3261W</td>
<td>From the Holy Grail to the Revolution: Intro to Literature</td>
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<td>FREN 3262W</td>
<td>From the Romantics to the Moderns: Intro to Literature</td>
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<td>FREN 3267/W</td>
<td>Grammar and Culture</td>
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<td>FREN 3268/W</td>
<td>Grammar and Composition</td>
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<td>FREN 3270W</td>
<td>French Literature and Civilization in English</td>
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<td>GEOG/URBN 1200</td>
<td>The City in the Western Tradition</td>
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<td>GERM 1140W</td>
<td>German Literature in English</td>
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<td>GERM 1169</td>
<td>German Literature in English and the Environment</td>
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<td>GERM 1171</td>
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<td>GERM 3252W</td>
<td>Studies in Early German Literature</td>
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<td>GERM 3253W</td>
<td>Studies in German Literature Around 1800</td>
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<td>GERM 3254W</td>
<td>Studies in 19th Century German Literature</td>
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<td>GERM 3255W</td>
<td>Studies in 20th Century German Literature</td>
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<td>GERM 3258</td>
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<td>GERM 3261W</td>
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<td>GERM 3264W</td>
<td>German Cinema in Cross-Cultural Perspective</td>
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<td>HEJS 1103</td>
<td>Literature and Civilization of the Jewish People</td>
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<td>HEJS 1104</td>
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<td>HEJS 3401W</td>
<td>Jewish American Literature and Culture</td>
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<td>HIST 1100/W</td>
<td>The Historian as Detective</td>
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<td>HIST 1201</td>
<td>Modern World History</td>
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<td>HIST 1203/WGSS 1121</td>
<td>Women in History</td>
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<td>HIST 1206</td>
<td>Living through War in World History since 1500</td>
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<td>HIST 1300</td>
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<td>HIST 1502/W</td>
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<td>HIST/LLAS 1570</td>
<td>Migrant Workers in Connecticut</td>
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<td>HIST 1600/ LLAS 1190/W</td>
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<td>HIST 1800</td>
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<td>HIST 1805</td>
<td>East Asian History Through Hanzi Characters</td>
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<td>HIST/SCI 2206</td>
<td>History of Science</td>
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<td>HIST/MAST 2210</td>
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<td>HIST 2401/W</td>
<td>Europe in the 19th Century</td>
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<td>HIST 2402/W</td>
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<td>HIST/LLAS 3660W</td>
<td>History of Migration in Latin America</td>
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<td>HIST 3674/LLAS 3220</td>
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<td>HIST 3705</td>
<td>The Modern Middle East from 1700 to the Present</td>
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<td>HRTS/PHIL 2170W</td>
<td>Bioethics and Human Rights in Cross-Cultural Perspective</td>
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<td>HRTS/PHIL 3220</td>
<td>Philosophical Foundations of Human Rights</td>
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<td>INTD 3260</td>
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<td>ILCS 1101</td>
<td>The Italian Renaissance</td>
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<td>ILCS 1149</td>
<td>Cinema and Society in Contemporary Italy</td>
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<td>ILCS 1158</td>
<td>Italian American Experience in Literature and Film</td>
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<td>ILCS 1160</td>
<td>Culture of Fascist Italy</td>
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<td>ILCS 1170</td>
<td>Introducing Italy through Its Regions</td>
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<td>ILCS 3255W</td>
<td>Dante’s Divine Comedy In English Translation</td>
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<td>ILCS 3258/W</td>
<td>Cinematic Representations of Italian Americans</td>
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<td>ILCS 3260W</td>
<td>Italian Cinema</td>
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<td>LAND 2210</td>
<td>The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values</td>
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<td>LING 1010</td>
<td>Language and Mind</td>
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<td>LLAS/SPAN 1009/W</td>
<td>Latino Literature, Culture, and Society</td>
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<td>MAST 1200</td>
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<td>MUSI 1001</td>
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<td>MUSI 1002</td>
<td>Sing and Shout! The History of America in Song</td>
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<td>MUSI 1003</td>
<td>Popular Music and Diversity in American Society</td>
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<td>MUSI 1004</td>
<td>Non-Western Music</td>
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<tr>
<td>MUSI 1005</td>
<td>Honors Core: Music and Nature, Music and the Environment</td>
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<tr>
<td>MUSI 1009</td>
<td>Intro to Music History I</td>
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<td>MUSI 1022</td>
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<td>MUSI 1112*</td>
<td>University Symphony Orchestra*</td>
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<td>NRE 1235</td>
<td>Environmental Conservation</td>
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<td>NURS 2175</td>
<td>Global Politics of Childbearing and Reproduction</td>
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<td>PHIL 1101</td>
<td>Problems of Philosophy</td>
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<td>PHIL 1105</td>
<td>Philosophy and Religion</td>
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<td>PHIL 1106</td>
<td>Non-Western and Comparative Philosophy</td>
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<td>PHIL 1107</td>
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<td>PHIL 1165W</td>
<td>Philosophy and Literature</td>
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<tr>
<td>PHIL 1175</td>
<td>Ethical Issues in Health Care</td>
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<td>POLS 1002</td>
<td>Intro to Political Theory</td>
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<tr>
<td>SPAN 1007</td>
<td>Major Works of Hispanic Literature in Translation</td>
</tr>
</tbody>
</table>

* This course has fewer than 3 credits.
Content Area Two - Social Sciences

The social sciences examine how individuals, groups, institutions, and societies behave and influence one another and the natural environment. Courses in this group enable students to analyze and understand interactions of the numerous social factors that influence behavior at the individual, cultural, societal, national, or international level. They use the methods and theories of social science inquiry to develop critical thought about current social issues and problems.

AFRA/ANTH 3152 Race, Ethnicity, and Nationalism
ARE 1110 Population, Food and the Environment
ARE 1150 Principles of Agricultural and Resource Economics
ANTH 1000/W Other People’s Worlds
ANTH 1006 Intro to Anthropology
ANTH 1010 Global Climate Change and Human Societies
ANTH 1500 Great Discoveries in Archaeology
ANTH 2000/W Social Anthropology
COMM 1000 The Process of Communication
ECON 1000 Essentials of Economics
ECON 1107 Honors Core: Economics, Nature, and the Environment
ECON 1108 Game Theory in the Natural and Social Sciences
ECON 1179 Economic Growth and the Environment
ECON 1200 Principles of Economics
ECON 1201 Principles of Microeconomics
ECON 1202 Principles of Macroeconomics
ENVE 1000 Environmental Sustainability
EPSY 2810 Creativity: Debunking Myths and Enhancing Innovation
GEOG 1000 Intro to Geography
GEOG 1700 World Regional Geography
GEOG 2000 Globalization
GEOG 2100 Economic Geography
HDFS 1060 Close Relationships Across the Lifespan
HDFS 1070 Individual and Family Development
HRTS 1007 Intro to Human Rights
INTD 1500 Alcohol and Drugs on Campus: Exploring the College Culture
LING 1020 Language and Environment
LING 1030 The Diversity of Languages
LING 2850 Intro to Sociolinguistics of the Deaf Community
LING 3610W Language and Culture
POLS 1202/W Intro to Comparative Politics
POLS 1207 Intro to Non-Western Politics
POLS 1402/W Intro to International Relations
POLS 1602/W Intro to American Politics
POLS 3208/W Politics of Oil
POLS 3237/W Democratic Culture and Citizenship in Latin America
POLS 3615/W Electoral Realignment
PSYC 1101 General Psychology II
PSYC 1103 General Psychology II (Enhanced)
PUBH 1001 Intro to Public Health
PP 1001 Intro to Public Policy
SOCI 1001/W Intro to Sociology
SOCI 1251/W Social Problems
SOCI 1501/W Race, Class and Gender

Content Area Three - Science and Technology

These courses acquaint students with scientific thought, observation, experimentation, and formal hypothesis testing, and enable students to consider the impact that developments in science and technology have on the nature and quality of life. Knowledge of the basic vocabulary of science and technology is a prerequisite for informed assessments of the physical universe and of technological developments.

AH/NUSC 1030 Interdisciplinary Approach to Obesity Prevention
ANSC/NUSC 1645 The Science of Food
BME/CSE/MCB/PB 1401 Honors Core: Computational Molecular Biology
CHEG 1200 Intro to Food Science and Engineering
CHEM 1101 Chemistry for an Informed Electorate
COGS 2201 Foundations of Cognitive Science
DMD 2010 History of Digital Culture
EEB 2202 Evolution and Human Diversity
ENGR 1001 Living in an Engineered World
GEOG/GSCI 1070 Global Change and Natural Disasters
GEOG 2300 Intro to Physical Geography
GSCI 1010 Age of the Dinosaurs
GSCI 1051* Earth and Life through Time*
LING 2010Q The Science of Linguistics
MARN 1001 The Sea Around Us
MARN 1002 Intro to Oceanography
MATH 1050Q Mathematical Modeling in the Environment
MCB 1405 Honors Core: Genetics Revolution in Contemp. Culture
NRE 1000 Environmental Science
NUSC 1165 Fundamentals of Nutrition
PHAR 1000 Drugs: Actions and Impact on Health and Society
PHAR 1001 Toxic Chemicals and Health
PHAR 1005 Molecules in the Media
PHYS 1020Q Introductory Astronomy
PHYS 1030Q Physics of the Environment
PLSC 1150 Agricultural Technology and Society
PSYC 1100 General Psychology I
SCI 1051 Geoscience through American Studies
SOIL 2120 Environmental Soil Science

Content Area Three - Laboratory Courses

BIO 1102 Foundations of Biology
BIO 1103 The Biology of Human Health and Disease
BIO 1107 Principles of Biology
BIO 1108 Principles of Biology
BIO 1110 Intro to Botany
CHEM 1122 Chemical Principles and Applications
CHEM 1124Q Fundamentals of General Chemistry I
CHEM 1127Q General Chemistry
CHEM 1128Q General Chemistry
CHEM 1137Q Enhanced General Chemistry
CHEM 1138Q Enhanced General Chemistry
CHEM 1147Q Honors General Chemistry
CHEM 1148Q Honors General Chemistry
GEOG 1302 GIS Modeling of Environmental Change

* Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.
GSCI 1050  Earth and Life through Time with Laboratory
MARN 1003  Intro to Oceanography with Laboratory
PHYS 101Q  Elements of Physics
PHYS 102Q  Introductory Astronomy with Laboratory
PHYS 103Q  Physics of the Environment with Laboratory
PHYS 107Q  Physics of Music
PHYS 120Q  General Physics
PHYS 120Q  General Physics
PHYS 140Q  General Physics with Calculus
PHYS 140Q  General Physics with Calculus
PHYS 150Q  Physics for Engineers I
PHYS 150Q  Physics for Engineers II
PHYS 160Q  Intro to Modern Physics
PHYS 160Q  Fundamentals of Physics I
PHYS 160Q  Fundamentals of Physics II

**Content Area Four - Diversity and Multiculturalism**

In this interconnected global community, individuals of any profession need to be able to understand, appreciate, and function in cultures other than their own. Diversity and multiculturalism in the university curriculum contribute to this essential aspect of education by bringing to the fore the historical truths about different cultural perspectives, especially those of groups that traditionally have been under-represented. These groups might be characterized by such features as race, ethnicity, gender, sexual identities, political systems, or religious traditions, or by persons with disabilities. By studying the ideas, history, values, and creative expressions of diverse groups, students gain appreciation for differences as well as commonalities among people.

**AFRA/FINA 1100**  Afrocentric Perspectives in the Arts
**AFRA/PSYC 3106/W**  Black Psychology
**AFRA/DRAM 3131/W**  African-American Theatre
**AFRA/DRAM 3132**  African American Women Playwrights, 1900 - the present
**AFRA/ANTH 3152**  Race, Ethnicity, Nationalism
**AFRA/ENGL 3214W**  Black American Writers I
**AFRA/HRTS/SOCI 3505**  White Racism
**AFRA/POLS 3642**  African-American Politics
**AMST 1201/ENGL 1201/HIST 1503**  Intro to American Studies
**ANTH 2000/W**  Social Anthropology
**ANTH 3150/W**  Migration
**ANTH 3202/W**  Illness and Curing
**ANTH 3902**  North American Prehistory
**ANTH 3904/W**  Ethnohistory of Native New England
**ARTH 3050/W**  African-American Art
**ARTH 3640/W**  Mexican and Chicano Art from Muralism to La Raza
**ARTH 3645/W**  From Revolution to Reggae: Modern and Contemporary Caribbean Art
**AASI 3201**  Intro to Asian American Studies
**AASI/ENGL 3212**  Asian American Literature
**AASI/SOCI 3221/HRTS 3571**  Sociological Perspectives on Asian American Women
**AASI/HRTS 3531**  Japanese Americans and World War II
**COMM 3321/LLAS 3264/WGSS 3260**  Latinas and Media
**DRAM 3130**  Women in Theatre
**DRAM 3133**  Latina/o Theatre
**ENGL 1601/W**  Race, Gender, and the Culture Industry
**ENGL 2274/W**  Disability in American Literature and Culture
**ENGL 3210**  Native American Literature
**ENGL 3214**  Black American Writers I
**ENGL 3218/W**  Ethnic Literatures of the United States
**ENGL 3220/HIST 3401**  Jewish American Literature and Culture

**Content Area Four - International**

**AH 2330**  Italy’s Mediterranean Food and Our Health
**ANTH 1000/W**  Other People’s Worlds
**ANTH 1001/W**  Anthropology through Film
**ANTH 1006**  Intro to Anthropology
**ANTH 1010**  Global Climate Change and Human Societies
**ANTH 1500**  Great Discoveries in Archaeology
**ANTH/HRTS 3028/W**  Indigenous Rights and Aboriginal Australia
**ANTH 3030**  Peoples of the Pacific Islands
**ANTH/HRTS 3153/W**  Human Rights in Democratizing Countries
**ANTH 3401**  World Religions
**ANTH 3504**  New World Prehistory
**ARAB 1121**  Traditional Arab Literatures, Cultures, and Civilizations
**ARAB 1122**  Modern Arabic Culture
**ART/AASI/INDS 3375**  Indian Art and Popular Culture: Independence to the Present
University of Connecticut undergraduates need to demonstrate competency in five fundamental areas – computer technology, information literacy, quantitative skills, second language proficiency and writing. The development of these competencies involves two parts: one establishing entry-level expectations and the second establishing graduation expectations. The entry-level expectations apply to all incoming students. The exit expectations may vary for different major fields of study.

Computer Technology Competency

Entering students are expected to have the basic computer technology skills required to begin university study. Students should take online assessments of knowledge and competency and utilize available workshops/online tutorials to make up any gaps. Each major has established expectations for the computer technology competencies of its graduates and built the development of these into the major curriculum. Further details are given under the description of each major elsewhere in this catalog.

Information Literacy Competency

Information literacy involves a general understanding of how information is created, disseminated and organized, and an ability to access, evaluate, synthesize and incorporate information into written, oral, or media presentations. Basic information literacy is taught to all freshmen as an integral part of ENGL 1010/1011, in collaboration with the staff of the University Libraries. Each major program has considered the information literacy competencies required of its graduates and built those expectations into the upper-level research and writing requirements in the major. Further details are given under the description of each major elsewhere in this catalog.

Quantitative (Q) Competency

All students must pass two Q courses, which may also satisfy Content Area requirements. One Q course must be from Mathematics or Statistics. Students should discuss with their advisor how best to satisfy these requirements based on their background, prior course preparation and career aspirations. Students whose high school algebra needs strengthening should be encouraged to complete MATH 1011Q: Introductory College Algebra and Mathematical Modeling, as preparation for other Q courses. To receive credit for MATH 1011Q, it must be taken before successful completion of another Q course. In some cases, advisors may recommend postponing registration in a Q course until after the student has completed a semester of course work at the University.

Second Language Competency

A student meets the minimum requirement if admitted to the University with three years of a single foreign language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if the student has successfully completed the third-year high school level course. With anything less than that, the student...
must pass the second semester course in the first year sequence of college level study in a single language.

Writing (W) Competency
All students must take either ENGL 1010 or 1011. Students passing ENGL 3800 are considered to have met the ENGL 1010 or 1011 requirement. Additionally, all students must take two writing-intensive (W) courses, which may also satisfy Content Area requirements. One of these must be at the 2000-level and associated with the student’s major. Approved courses for each major are listed in their sections of this catalog. (Note: English 1010 or 1011 is a prerequisite to all writing-intensive courses.)

Additional Requirements
Time Limit. All students wishing to apply toward a degree the credits earned more than eight years before graduation must have permission from the dean of the school or college concerned. The permission, if granted, applies only to the current school or college.

Applicability of Requirements. Students graduating from a school or college must meet the requirements as they were at the time the student entered, or as they were at any subsequent time. Candidates who transfer from a school or college and then return must meet the requirements as they were at the time the student returned, or as they were at any subsequent time. Students who withdraw (except those on official leave of absence) or are dismissed from the University and later return must meet the requirements as they were at the time the student returned, or as they were at any subsequent time.

Exemptions from, and Substitutions for, University Requirements. Students seeking an exemption from a University requirement, or wishing to substitute another course for the course prescribed, should consult their academic dean. To effect a change, the dean must recommend the change, and the Vice Provost for Undergraduate Education must approve it. Transfer students wanting exemptions or substitutions should request them of their academic dean as they enroll.

Graduation
Tentative and Final Plans of Study
Except for students in the Schools of Nursing and Pharmacy, all students must consult with their advisors in completing a tentative Plan of Study form. The Plan of Study describes how the student intends to satisfy the requirements for the degree. Students should get the form from the dean of their school or college, consult with their advisor and file the completed form with their major department. Students should file the tentative Plan of Study as soon as possible.

Students must submit a final Plan of Study form during the first four weeks of the semester in which the student expects to graduate. The major advisor and the department head must sign the form before the Registrar receives it. The signatures indicate that the advisor and department head believe that the program meets degree requirements. The student’s program is still subject to audit by the degree auditor to insure the student has met all requirements. The degree auditor will notify the student if a problem is discovered with the final Plan of Study.

Application for Degrees. To graduate, candidates must apply to graduate by the due dates specified by the Office of the Registrar. Candidates apply through the Student Administration System. Additional information pertinent to graduation is available through the Steps to a Successful Graduation website: http://registrar.uconn.edu/graduation-2/. This application is essential for graduation. Candidates failing to file the application on time may not: (1) be granted a degree on the date expected even though they fulfilled all other requirements for the degree; (2) have their names printed in the Commencement Program; (3) have their names listed in hometown newspapers as graduating; or (4) receive information about and tickets for the Commencement ceremony.

Confering of Degrees. The Board of Trustees awards degrees only to students in good standing who have met their obligations to the University. Students who do not complete requirements for the degree by one conferral date may qualify for the next conferral date by satisfactorily completing all graduation requirements.

The Board of Trustees confers degrees three times annually: Commencement Day in May, August 24 and the Sunday following the end of final exams in December. Candidates meeting the requirements before the conferral date and needing verification may ask for a “Completion Letter” from the Office of the Registrar.

General Graduation Honors. Graduating seniors are eligible for cum laude designations on diplomas and transcripts if their complete academic records show at least 34 calculable credits at the University and meet the following criteria:

- cum laude: at least a 3.0 total GPA (grade point average) and a class rank in the 75th percentile or above in the student’s school or college.
- magna cum laude: at least a 3.4 total GPA (grade point average) and a class rank in the 85th percentile or above in the student’s school or college.
- summa cum laude: at least a 3.7 total GPA (grade point average) and a class rank in the 95th percentile or above in the student’s school or college.

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

Commencement. The University has one commencement in May each year, following the Spring semester. Students who received degrees at the end of the previous summer or Fall semester and students who anticipate completing degree requirements by the May commencement or the following August may participate.

Diplomas. Students do not receive their diplomas at Commencement. The Registrar mails them to graduates by the third month after conferral. Diplomas may be withheld if financial or other obligations to the University remain unmet. Graduates who have not received their diploma by the end of the periods noted above should inform the Office of the Registrar.

Minors. A minor is available only to a matriculated student currently pursuing a baccalaureate degree. While not required for graduation, a minor provides an option for the student who wants an academic focus in addition to a major. Unless a higher standard is noted in the description of a specific minor program, completion of a minor requires that a student earn a C (2.0) grade or better in each of the required courses for that minor. The same course may be used to meet both major and minor course requirements unless specifically stated otherwise in a major or minor. Substitutions are not possible for required courses in a minor. A plan of study for the minor, signed by the department or program head, director, or faculty designee; must be submitted to the Office of the Registrar during the first four weeks of the semester in which the student expects to graduate. All available minors are listed in the “Academic Degree Programs” section and described in the “Minors” section of this Catalog.

Additional Degree. Students may pursue an additional baccalaureate, either wholly or partly, concurrently or after receiving another degree. The student must complete an Additional Degree Petition, which requires the consent signature of the dean of each school or college in which the student will be enrolled. Students may get Additional Degree Petitions from the offices of deans or from the Registrar at http://registrar.uconn.edu/forms-3.

The student must meet all requirements for each degree. The two degrees require at least 30 degree credits more than the degree with the higher minimum-credit requirement. For example, Engineering degrees require at least 126 credits while Arts and Sciences degrees require at least 120 credits. The Engineering degree has the higher minimum-credit requirement, so the total is 126 + 30, or 156. (If the student pursues a third degree, the two additional degrees require at least 60 degree credits more than the degree with the highest minimum-credit requirement.) At least 30 of the additional credits must be 2000-level courses, or above, in the additional degree major or closely related fields and must be completed with a grade point average of at least 2.0. The requirement of 30 additional credits is waived for students who complete the requirements of both a teacher preparation degree in the Neag School of Education and a bachelor’s degree in another school or college. Some schools and colleges offer double majors. The Additional Degree should not be confused with a double major.
Course Information

Course Numbers. Course numbers show the level of the material presented. The numbers and the academic levels follow:

- 0000-0999 Courses in the Ratcliffe Hicks School of Agriculture, may not be taken for degree credit by Baccalaureate students.
- 1000-1999 Introductory courses, usually with no prerequisites, primarily intended for Freshmen and Sophomores.
- 2000-2999 Courses, usually with no more than one prerequisite, primarily intended for Sophomores.
- 3000-3999 Advanced undergraduate courses primarily intended for Juniors and Seniors.
- 4000-4999 Advanced undergraduate courses primarily intended for Seniors.
- 5000-5999 Entry-level and intermediate Graduate courses.
- 6000-6999 Advanced Graduate courses.
- 7000-7999 Law School courses.

Unless their school or college has more stringent requirements, undergraduate seniors with a cumulative grade point average of 2.6 or above may take 5000-level courses. Other undergraduates must have the permission of the student’s academic dean to enroll in a 5000-level course.

Consent Courses. Many University courses require consent of the instructor for enrollment. The course directory section of this Catalog specifies the required signatures.

Prerequisites and Corequisites. The term prerequisite implies a progression from less advanced to more advanced study in a field. Students must satisfy the prerequisite(s) before registering for the course, unless exempted by the instructor. Corequisite courses must be taken concurrently. When a course is listed as both a prerequisite and a corequisite, it may be taken prior to or concurrently with the other course.

Prerequisites taken out of sequence within a single department shall not count towards degree credit unless the head of the department offering the course grants an exception. For example, assume that courses A and B are in the same department and A is prerequisite to B. If the instructor permits the student to take B without having taken A, and the student passes B, the student may not take A for credit without permission. The student seeking credit for A must have the permission of the head of the department offering the course. The department head must notify the Registrar in writing.

Recommended Preparation. Denotes that the instructor will assume that students know material covered in the course(s) listed. Students who register for a course without the recommended background may experience difficulties and are encouraged to consult with the instructor prior to registration.

Restricted Credits. Students should read carefully the course descriptions in the Catalog before they register because some of the course credits may not count toward graduation. Some examples of credit-restricted courses are:
- Only 6 credits from PHIL 1101, 1102, 1103, 1104, 1105, 1106, 1107.
- Not both STAT 1000 and STAT 1100.

Students who have had three or more years of a foreign language in high school cannot receive credit for the elementary language courses in that same language. However, transfer students who were placed in an elementary language course through a proficiency exam at another institution of higher learning may contact the Languages and Cultures Department Head about permission to receive credit for the elementary language courses.

Course restrictions also apply to independent study courses (see Independent study, special topics, and variable topics courses), repeated courses (see Repeating courses), and prerequisites taken out of sequence (see Prerequisites).

In credit-restricted courses, the earned credits are reduced on the transcript. However, full credit will be used in the determination of full-time status and in the calculation of grade point averages.

Satisfying Course Requirements by Examination. A student may, with the permission of their academic dean, meet school or college course requirements by examination. The student earns no credit. The department offering the course gives the examination.

Earning Course Credits by Examination. The student should obtain a Petition for Course Credit by Examination from the Office of the Registrar or http://registrar.uconn.edu/forms-3/, pay the Credit by Examination fee at the Bursar’s Office, and take the form to the instructor of the course and the department head for review of the student’s academic qualifications and approval to take the exam. The student must then take the form to the student’s academic dean for final approval. When all approvals have been obtained, the student must take the form to the academic department to arrange for the examination.

When acceptable candidates apply, departments arrange examinations once a semester, as shown in the University calendar. The course instructor prepares and grades the examination. The student writes the answers unless the material makes an oral or performance examination more appropriate. Examinations in laboratory courses test the student’s mastery of laboratory techniques. Students may not elect the Pass/Fail option when taking an examination for course credit. Posted grades are from A to D- with the corresponding grade points, and if the student fails the examination, the Registrar does not record a grade. If the department permits, students may review past examinations.

Students may not take an examination for credit if they previously covered a substantial portion of the material in a high-school or college course for which the University granted credit.

Students may not earn credits by examination for any course they have failed, by examination or otherwise.

Students may not earn credits by examination for ENGL 1003, 1004, or for 1000-level foreign language courses. Schools and Colleges may exclude other courses from course credit by examination.

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

Advanced Placement. Various academic deans have approved Advanced Placement Examinations as a basis for granting advanced standing to students at the time of admission. The department teaching the subject matter covered by the test determines whether the student (1) receives full credit for a specific course, or (2) may use a specific course in meeting prerequisite requirements for more advanced courses or in fulfilling course requirements for graduation, or (3) neither of the preceding alternatives. See College Board AP Examination Transfer Guidelines chart on the next page.

Registration

All students must register on the dates announced and pay the succeeding semester fee bills as due. Failure to pay by the payment deadlines may result in sanctions, including, but not limited to cancellation of courses and removal from residence halls. Before registering, students must consult their academic advisors.

Students may take courses at any campus: Avery Point, Greater Hartford, Stamford, Storrs, Torrington and Waterbury. However, students must be registered for the majority of their credits at their home campus. The home campus is the campus to which the student was admitted unless an authorized campus change has taken place.

Immunization Requirement. Student Health Services sends health report forms to entering students. Students’ physicians must sign these forms signifying that the student is free from active tuberculosis and immunized against rubella and measles. Students must complete the forms and return them directly to the University Health Services before registering.

Placement Testing. Depending on the student’s preparation and course of study, some schools and colleges require entering students to take tests in mathematics, foreign languages and English.

Full-Time and Part-Time Registration. Full-time students register for at least 12 credits and continue to carry at least 12 credits through the end of the semester or the summer term.

Courses with restricted credits (see Credit Restrictions) have all credits counted in computing the Semester Credit Load, but only unrestricted credits count toward the degree. Unresolved marks from a previous semester and/or courses currently being audited are not counted in computing the Semester Credit Load.

Part-time students are those enrolled for fewer than 12 credits. Entering for fewer than 12 credits requires the written approval of the student’s academic dean. Part-time students must obtain permission from the Dean of Students or designee to participate in any extra-curricular activity involving inter-collegiate competition. Students considering taking fewer than 12 credits...
College Board AP Examination Transfer Guidelines

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Students should consult their advisor and read carefully the rules governing scholastic probation and dismissal, financial aid and housing. They also should ask if their part-time status will affect their social security, their insurance and related matters.

Syllabi. Faculty shall provide syllabi to students in their courses, including internships and independent studies. Syllabi shall specify what will be taught, how it will be taught, how learning will be assessed, and how grades will be assigned.

Adding or Dropping Courses. Registration information can be found on the website of the Office of the Registrar at registrar.uconn.edu. Students must consult with their academic advisor prior to adding or dropping courses. The table on the following page offers further clarification.

A student may add and drop courses from the time that registration opens through the second week of the semester without special permission. Courses dropped during this period are not recorded on the student’s record.

During the third and fourth weeks of the semester, a student may add courses through the Office of the Registrar with consent of the student’s course instructor, advisor, and the head of the department offering the course. After the fourth week of the semester, the permission of the student’s dean is also required.

If a student drops a course after the second week of the semester, a “W” for withdrawal is recorded on the transcript. From the third through the ninth week of the semester, a student must obtain the advisor’s signature to drop one course. To drop more than one course during that period, a student must obtain both the advisor’s and the dean’s signature.

To drop a course after the ninth week, the student needs the advisor’s recommendation and the permission of the dean of his or her school or college. The dean only grants permission to drop a course after the ninth week for extenuating circumstances beyond the student’s control. Exceptions are not made for the student’s poor academic performance.

Section Changes. Section changes require the same authorization as other add/drop transactions.

Failure to Register. Students must enroll in a course to attend the class. Instructors with unenrolled students in a class should tell the students they should add the course to attend, then notify the Registrar. Unenrolled students will earn no credit for courses or parts of courses completed. Students who have paid their fees may register late with the permission of the student’s advisor, instructors, department heads of the departments offering the courses and the student’s academic dean.

Improper Registration. Students who discover they are not eligible for a course in which they have enrolled, should consult their advisor and drop the course as soon as possible. Upon recommendation of an advisor, instructor, department head or dean, the Registrar may remove students from courses for which students are not eligible to enroll.

Auditing Courses without Credit. Students wanting to have the fact that they were exposed to the material in a course recorded on their academic record, but not receive either credit or a grade, may choose to audit a course. The student may participate in the course as the instructor permits. In place of a grade, the record will show AU.

All students planning to audit a course must get an Audit Card from the Office of the Registrar or registrar.uconn.edu, complete it, and file it with the Registrar. To complete the card, they must consult their advisor and get the instructor’s consent. Students changing a course from credit to audit after the second week of classes receive both W (for Withdrawal) and AU marks on their academic records. The instructor may disenroll a student not meeting the auditing criteria set forth by the instructor.

Part-time students must pay the same fee to audit a course as they would pay if they took the course for credit.

Repeating Courses. Any student who is regularly registered for courses and who satisfies the requirements shall receive credit except that no student shall receive credit for the same course twice, unless it is specifically stated, as in a variable content course. Courses with the same number that cover the same course content cannot be counted more than once for credit. The parenthetical phrases (Formerly offered as...) and (Also offered as...) that follow a course title as a cross reference indicate that a student may not take both the course and the cross-referenced course. A student is regularly registered for a course.
The GPA calculation and the registered credit and grade for the prior taking of a course shall remain on the transcript, but shall be removed from the GPA calculation.

The student should note that repeating a course that was previously passed can have negative consequences. For example, if a student fails a class previously passed, the student would lose credit for the first, passed, attempt and not earn credit for the second, failed, attempt. Repeating a previously passed course may also have an effect on financial aid. Students considering repeating previously passed courses should consult their advisors and Student Financial Aid Services staff.

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

A student must have department head permission to repeat a course that is listed as a prerequisite or corequisite for any course that the student has passed. For example, a student who received a D in CHEM 1127Q and subsequently passed CHEM 1128Q may not retake CHEM 1127Q without permission.

**Grading**

**Grade Point Formulas.** Grade points for courses graded A-F are the product of the course credits and the points per credit for the grade earned. For example, given a B- for a 3-credit course, points earned for the course are 8.1 (2.7 x 3). For any period, the total grade points for the courses graded A-F divided by the total credits give the grade point average. The term GPA includes all courses graded A-F in a semester or summer session. The cumulative GPA averages all courses graded A-F.

If a student repeats a course that may not be repeated for credit, the Registrar records the grades for both attempts. If the repeat occurred prior to Summer Session I, both attempts are included in the GPA calculations. If the repeat occurred after Spring 2002, only the second attempt is included in the GPA calculations although both grades appear on the transcript. The student should note that when a lower grade is earned on the second attempt, that lower grade is the one that is used in the calculations.

Students withdrawing from a full-year course at the close of the first semester will, if they have passed the first part of the course, receive credit for the work of the first semester, unless the course description states otherwise.

**Temporary Marks of I and X.** An I or X means the student has not earned course credit at the end of the semester and may be subject to scholastic probation or dismissal.

I (incomplete): The instructor reports an I if the completed work is passing and the instructor decides that, due to unusual circumstances, the student cannot complete the course assignments by the scheduled end of the term. If the student completes the work by the end of the third week of the next semester, only if he or she has conformed to all university or college regulations or requirements applying to registration for the course.

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

When a student repeats a course, credit shall be allowed only once. Furthermore, in the computation of the grade point average, the registered credit and grade points for the most recent taking of the course shall be included in the GPA calculation and the registered credit and grade for the prior taking of the course.
Temporary marks I, X, and N do not represent earned credit. A student placed on probation with unresolved grades will be relieved of probation status if satisfactory completion of the work places his or her academic performance above the probation standards. See section on Scholastic Standards.

S and U. In a few courses, with the permission of the Senate Curricula and Courses Committee, the instructor grades everyone in the course either S (satisfactory) or U (unsatisfactory). As these grades have no grade points they do not affect grade-point averages. Courses graded S/U may not be used to satisfy the General Education Requirements.

Pass/Fail Option. The University Senate, the schools, the colleges and some programs have restricted the credits placed on Pass/Fail in various ways. Thus students planning to place a course on Pass/Fail should consult the consequences carefully. The advantage to the student is that the grade for a course placed on Pass/Fail does not affect their grade point average. However, they should discuss with their advisor the immediate, the long-term, the direct, and the indirect effects.

Students who have earned at least 24 credits and are not on scholastic probation may place three courses, for no more than 12 credits, on Pass/Fail. Students may not place more than one course each semester on Pass/Fail, nor more than one during the summer, regardless of the number of summer sessions attended.

Students place courses on Pass/Fail, or remove them from Pass/Fail, at the Office of the Registrar (form can be obtained at the Office of the Registrar or registrar.uconn.edu). The examining, grading and reporting do not differ from that of other students. The Registrar enters P@ if the instructor submits a passing grade and F@ if the student fails. Students must place courses on Pass/Fail during the first two weeks of the semester or the first week of the summer session. If a student, having placed a course on Pass/Fail, decides to remove it from Pass/Fail, the student must do so by the ninth week of the semester or the fourth week of summer session.

Restrictions on Pass/Fail Courses. Courses placed on Pass/Fail do not satisfy the General Education Requirement, the major or related requirements, the skill requirements, the minor requirements, or any school or college course requirement. Pass/Fail credits may not be acceptable when a student changes majors or schools within the University. Pass/Fail credits may not be transferable to another institution.

Non-degree students must have the approval of the Director of Continuing Education to place a course on Pass/Fail. The Director grants permission only in extenuating circumstances.

Students working on a degree at another institution need written approval from their dean, or other official, at the other institution to place a course on Pass/Fail.

The Registrar does not place a student on the Dean’s List if the instructor’s grade for a Pass/Fail course is less than C. Note that at least 12 credits must contribute to the semester grade point average placing a student on the Dean’s List. As the Pass/Fail marks have no grade points, the instructor’s grade does not contribute to the grade point averages. Note also that at least 54 credits must contribute to the grade point average for students to graduate cum laude or higher.

Restriction by School or College. Listed below are the Pass/Fail supplementary restrictions imposed by each school and college.

1. In the School of Business, students may not elect the Pass/Fail option for any of the departments of the School.
2. In the School of Education, students may not elect the Pass/Fail option for courses offered in the School of Education which are required for certification as a teacher.
3. In the School of Engineering, no course taken on Pass/Fail may be counted for credit toward graduation.
4. In the School of Pharmacy, no specifically required courses (all courses for which no alternate choice is given in the curricular listings) can be taken on Pass/Fail.
5. In the School of Pharmacy, no specifically required courses (all courses for which no alternate choice is given in the curricular listings) can be taken on Pass/Fail.

Class Attendance. The instructor describes the computation of the grades and the relation between grades and attendance at the beginning of the semester. Where grades depend on classroom participation, absences may affect the student’s grade. However, if a student were absent and the instructor reduced
the grade, the reduction would be due to lack of class participation, not the student's absence. Except for final examinations, instructors have final authority in permitting students to submit assignments late or make up examinations.

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

During the semester or term, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule may be granted by the deans or designees of the school or college in which the course is offered. Exceptions must be granted prior to the start of registration. Sections of courses for which such exception has been granted shall carry a footnote to that effect in the published Schedule of Classes. In the event of student absences from assessments given during the semester, decisions regarding possible make-up assessments shall be the prerogative of the instructor.

In-class final examinations must be given in the places and at the times scheduled by the University. In the case of online final examinations, though faculty may choose to make examinations available an extended period of time, students must be allowed the opportunity to take the examination during the time scheduled by the University.

Each instructor shall determine for his or her own courses the weight to be assigned to the final assessment in computing the semester grade of a student. Each instructor in charge of a course will assume responsibility for proctoring in-class assessments, including those during finals week.

Final Examinations for Courses Given at Non-standard Times. In under-graduate courses scheduled by arrangement or at non-standard times, final examinations must be given during the same scheduled week as courses scheduled at standard times. Instructors of graduate courses scheduled by arrangement may schedule the final examination during the final examination period, provided (1) space is available, (2) no student will have a conflict and (3) no student has more than two examinations in one day.

Absences from Final Examinations. A student who is prevented by sickness or other unavoidable causes from completing a scheduled final assessment must apply to the Dean of Students or designee for validation that will authorize the student’s instructor to give a substitute assessment. A student whose absence is excused by the Dean of Students or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.

Rescheduling Final Examinations. Students should check their final examination schedule to see if they have either: a) four examinations in two consecutive calendar days, b) three examinations in one calendar day, or c) three examinations in consecutive time-blocks spanning parts of two consecutive days. If any of the above apply, they may request the Dean of Students Office to change the time scheduled by the University.

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Grade Reports. Instructors of 1000 and 2000-level courses notify the Registrar by the end of the sixth week of the semester of students who appear to be in danger of earning D, F, U or N grades. The Registrar alerts the students, their advisors, and others, such as the First Year Programs Office, as appropriate, via the University’s e-mail system. These reports are not part of the permanent record. They are designed to be of diagnostic aid to the student. If a student is doing unsatisfactory work, the full responsibility for improvement is left to the student. The student is strongly advised, however, to confer with his or her advisor, with the instructors concerned, and with others qualified to assist him or her in improving his or her standing in the University. At the end of each semester, students may view their grades on the Student Administration System at student.studentadmin.uconn.edu.

Changes of Course Grades. Grades are part of the student’s permanent record. Therefore they are not changed for reasons unrelated to course requirements or quality of work. An instructor may neither accept additional work nor give additional examinations once the grade in the course has been submitted. Nevertheless, there can be situations in which course grades may and ought to be changed. These comprise computational errors, clerical errors, and the discovery of overlooked components in a student’s body of work. In cases when the instructor of record concludes that a course grade ought to be changed, he or she determines a corrected grade and initiates the grade change process. The grade change must be approved by the head of the department offering the course (in departmentalized schools or colleges) and the dean of the school or college in which the course is taught in order to monitor grade changes and ensure that they are based only on the considerations mentioned above. If a grade change is approved, the dean will notify the instructor, student, and registrar in writing.

Appeals of Assigned Course Grades. A student who believes that an error in grading has occurred and wishes to request a review by the instructor of record must do so within six months of the course grade having been posted. If the instructor of record cannot be contacted, the student should contact the Department Head. If the instructor agrees that a change is justified, the instructor will initiate the grade change according to the procedure described above. Individual schools and colleges may have more stringent requirements.

If a student requests a review of a course grade and the instructor believes that the original grade is correct, the student may appeal the decision to the head of the department in which the course is taught within 30 days. The department head will seek input from the instructor and the student. If this process results in agreement by the instructor that a grade change is justified, the instructor will initiate the grade change. If the instructor and the department head agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor.

If the student is dissatisfied with the appeal decision, the student may request, within 10 days, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Panel. If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel.

The Faculty Grade Change Review Panel is composed of three full-time faculty members appointed by the dean of the school or college in which the course is taught. The panel convenes a hearing within 10 working days of notification of a case. Both the appealing student and the course instructor should be present at the hearing. The student is afforded an opportunity to state the grounds on which he or she is appealing the grade. The instructor is afforded the opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and/or request testimony of others. The panel may also request input from the department head. The Review panel will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course. If the panel recommends a grade change, it sends the Registrar a change of grade request signed by all the members of the Review Panel. The decision of the Faculty Review Panel shall be considered final.

Scholastic Standards

Undergraduate Earned Credit Semester Standing. The University of Connecticut charts a student’s educational progress by semester standing based on earned credits rather than the traditional designations of freshman, sophomore, junior, and senior. However, semester standing may be related to these traditional terms. Standing is based on earned credits, not on numbers of semesters attended. Courses in progress are not counted. Standing is advanced after minimum credits indicated on the Semester Standing chart have been earned.

The Dean’s List. At the end of each semester the Dean of each school and college names to the Dean’s List those students who (1) were registered for at least 12 credits calculable for grade points, (2) received no grade below C, including the actual letter grade awarded in any course under the Pass/Fail option, (3) earned at least 3.0 times as many grade points as the number of calculable credits recorded by the Registrar, and (4) were in at least the upper quartile of their school or college.

Undergraduate students whose disabilities warrant the adjustment of carrying less than a full-time course load per semester can be determined eligible for Dean’s List status. The Center for Students with Disabilities will notify the Registrar each semester regarding students who are eligible.

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,
School or college into which entry is sought. Readmission will be consid-
ered favorably only when the evaluation indicates a strong probability for
academic success. In their first regular semester after readmission, dismissed
students will be on scholastic probation and may be subjected by the Office for
Undergraduate Education to other conditions for their continuance. Students
who have left the University for a reason other than academic dismissal are
readmitted under the same scholastic standing status as achieved at the time
of separation from the University.

Supplementary Scholastic Standards. In addition to the minimum scho-
lastic standards described above and applicable to all University students,
there may be additional requirements. Refer to specific information in the
description of each College, School, and program.

Cancellation and Withdrawal. Students may voluntarily leave the Uni-
versity through one of two possible actions - cancellation of registration
or withdrawal. Both actions are finalized in the Dean of Students Office.
A personal interview with a staff member in the Dean of Students Office,
would be appropriate for any student considering voluntary separation. The
interview may help the student realize alternatives and/or options which
would allow the student to continue at the University. If a personal interview
is not desired, or not possible, written notice must be given to the Dean
of Students Office. No student is considered officially separated and no refunds
of fees or deposits can be made unless the student has contacted (interview
or letter) the Dean of Students Office.

Cancellation. Students presently enrolled may cancel their registration for
the subsequent semester, while planning to complete the current one. Students
may also cancel their registration during the summer and midyear vacations
if they do not intend to return for the following semester. Cancellations must
take place prior to the first day of classes of a semester. The date of cancel-
lation will not appear on the student’s official transcript.

Withdrawal. To withdraw officially means to voluntarily terminate enroll-
ment during a semester which is in progress. Students may withdraw between
the first day of classes and the last day before finals week begins. (See the
University Calendar for dates.) Students who officially withdraw will not
receive credits, grades, or “W’s” for courses taken during the semester. Only
the date of withdrawal will be entered on the student’s official transcript.
Students who merely leave the University or stop attending classes, without
officially withdrawing, should expect to receive Fail “F” grades in all courses
in which they are registered at the close of the semester other than those for
which grades have previously been submitted.

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

All students withdrawing from the University for any reason must complete the
proper forms through the Dean of Students Office or designee. If the
withdrawing student lives on campus s/he must also complete the proper
forms through the Residential Life Office.

Leave of Absence. A leave of absence is a special status assigned to students
who have been granted permission by the Dean of Students Office or designee
to interrupt their studies and resume them in a subsequent semester
specified by mutual agreement. A leave of absence is granted in conjunction
with a Voluntary Separation (usually a cancellation). Leaves are not granted
for more than three full semesters or to students who wish to interrupt their
studies for less than one full semester.

Requests for leaves are considered only after the student has personally consulted
a representative of the Dean of Students Office or designee and
frequently a representative of the student’s school or college. Leaves are
granted only to students in good academic standing and who know the specific
semester in which they plan to return. Students on academic probation or who
have outstanding incomplete work are seldom granted a leave of absence.

Readmission. All students seeking readmission to the University, including
those seeking readmission to regional campuses must apply through the
Dean of Students Office.
If a student is applying to be readmitted for a fall semester, it is strongly encouraged that the student to submit a completed application between December 1st and January 15th. These applications will be given priority review in March. Applications that are received between January 15th and July 1st may not be reviewed until July.

If a student is applying to be readmitted for a spring semester, it is strongly encouraged that the student submit a completed application between August 1st and September 15th. These applications will be given priority review in October. Applications that are received between September 15th and December 1st may not be reviewed until December.

The attention of such students is called to the following University regulations: (1) A student who wishes to apply toward a degree credits earned more than eight years before graduation must obtain permission from the dean of the school or college concerned and the Office for Undergraduate Education. (2) All readmitted students (except those who are on an official leave of absence returning to their previous school or college) must satisfy the academic requirements of the school or college to which readmitted as stated in the catalog effective at the time of readmission, unless a subsequent catalog is elected.

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

**University Suspension or Expulsion**

University suspension or expulsion may be incurred as a result of unsatisfactory conduct. Students who are suspended or expelled are not entitled to any refund of University fees including room and board fees.

**University Suspension.** Separation from the University for a designated period of time after which the student shall be eligible to apply for readmission to the University. Readmission to the University is not guaranteed. Conditions for consideration of readmission may be specified. A student’s reacceptance into his/her school or college is at the discretion of the school or college. A student who is on suspension is prohibited from participating in any University activity or program. The individual may not be in or on any University owned or leased property without securing prior approval from the Director of Community Standards or designee. A notation of “Suspension” shall be placed on the student’s official transcript until graduation. However, the student may petition the Director of Community Standards for earlier removal of the notation upon completion of the suspension. The University of Connecticut will not accept credits earned at another institution during a period of suspension.

**University Expulsion.** Permanent separation from the University. A student who has been expelled is prohibited from participating in any University activity or program. The individual may not be in or on any University owned or leased property. A permanent notation of “Expulsion” shall be placed on the student’s transcript.

For complete rules, regulations and procedure consult Responsibilities of Community Life: The Student Code.

**Change of School.** Students wishing to change from one school or college to another should consult their advisor and the dean of the school or college to which he/she wishes to transfer. Students may get a School Change Petition form at the office of a dean or from the Office of the Registrar or registrar.uconn.edu. The student must complete the Prior Approval Process and submit an official transcript as soon as coursework is completed to the Transfer Admissions Office. Students must meet the University-wide residence requirements, as well as the residence requirements of their individual school or college.

Transfer courses must have a grade of “C” (2.0 on a 4.0 scale) or above in order to transfer. Grades and grade points do not transfer. If the student earns grades of “P,” “CR,” or the like, for work completed elsewhere, the student must provide the Transfer Admissions Office with official letter grade equivalents to have the work evaluated.

**Honors Scholar Program**

The Honors Scholar Program provides a nationally-competitive program for academically talented and highly motivated students. It enriches the academic experience of undergraduates in all majors by offering the challenges of in-depth study and considerable opportunity for independent projects or research. Participation in the Honors Program further influences the quality and character of a student’s education by offering opportunities for involvement in a community designed for individual, social, and cultural development.

During the first two years, Honors Scholars choose from a variety of specialHonors sections of courses offered to satisfy UConn’s General Education requirements and/or to build strong foundations in their academic disciplines. Students also enroll in specially-designed Honors First-Year Seminars and interdisciplinary Honors Core Curriculum courses. Sophomore Honors is awarded after the second year and upon the fulfillment of Honors credit, activity, and grade point average requirements. During the junior and senior years, students emphasize work in the major, with Honors credit for course work generally attained by independent Honors projects associated with courses at the 2000-level or above. Honors seminars in the major, graduate-level course work, and/or independent research. Enrolled Honors students graduate with the designation of Honors Scholar in their major based on the completion of Honors credit and course requirements, a departmentally approved Honors thesis/project, and grade point average requirements.

An active living-learning environment is fostered through the First-year Honors Residential Community, Honors residency options for upper-division students, and the student-run Honors Council. Honors Scholars are encouraged to participate in social and community service activities, seminars with visiting scholars, artists, and persons in public life, and many activities offered through the other undergraduate enrichment programs: the Individualized and Interdisciplinary Studies Program, the Office of National Scholarships and Fellowships, the Office of Undergraduate Research, the Pre-Med/Pre-Dental Advising Office, and the Pre-Law Advising Office. The Honors Program sponsors several study abroad and study away experiences, including programs in Washington, D.C.; Cape Town, South Africa; Salamanca, Spain; and Singapore.

All students enrolled in the Honors Program are assigned an Honors advisor who assists students with course selection. Beginning in the first year or at a time designated by the major department, students are assigned a faculty Honors advisor who provides support with long-range academic planning. Students enrolled in the Honors Program receive priority registration, special library privileges, and permission to exceed semester credit limits after their first semester. Participation in the Honors Program is recorded on the students’ transcripts each semester. Students who graduate as Honors Scholars receive an Honors notation on the diploma and transcript. They are recognized in the Commencement program and at the Honors Medals Ceremony, where they receive an Honors medal to wear during Commencement.

Qualified entering first-year students at the Storrs campus are admitted to the Honors Program by invitation only. Candidates are expected to have a strong academic record as demonstrated by a rigorous high school curricu-
lum, excellent scores on the SAT or the ACT, and evidence of leadership and engagement beyond the classroom. First-year students are notified of their admission to the Honors Program in their letter of admission to the University.

Current first and second-year students at any University of Connecticut campus with excellent academic records may apply for the Honors Program according to the guidelines and timetable listed on the Honors Program website. Students are admitted for their sophomore year based on their credentials and the availability of space in the Honors Program. Students entering their junior years (fifth year for Pharm.D. students) with excellent academic records may also apply with an approved Honors plan of study from their major department. The Honors Program will accept applications from students transferring to UConn from other colleges during their sophomore or juniors years.

Honors students are expected to participate fully in Honors Program courses and activities. Academic and participation records are reviewed annually for compliance with Honors Program policies. A student’s continuation as an Honors student for the junior and senior year is subject to the review and approval of the major department. To graduate as Honors Scholars, students must fulfill certain requirements. Enrolled Honors Program students must earn a cumulative GPA of at least 3.40. They must complete at least fifteen approved Honors credits. Twelve of these must be in their major or related areas at the 2000-level or above and may not have been used toward Sophomore Honors, and at least three of the twelve must be toward the Honors thesis. They must submit a departmentally-approved Honors thesis to the Honors Program office. In addition to the twelve Honors credits listed above, they must complete three Honors credits (at any level) which may have been used toward Sophomore Honors. At least three of the fifteen Honors credits must not be Honors conversions or work toward the Honors thesis/project. There must be at least two departments in which Honors credits have been earned, with a minimum of three credits in each of two departments.

Beyond the minimum University-wide Honors requirements, departments may add further or specific major requirements that must be met in order for students to graduate with the designation of Honors Scholar. These requirements often involve certain prescribed Honors courses and seminars taken in preparation for writing the Honors thesis. Honors Scholars should make inquiries to their department or program about specific departmental Honors requirements.

Honors Scholar Program at the Regional Campuses

Opportunities for participation in the Honors Program are available at the University of Connecticut regional campuses. Students at the Avery Point, Hartford, Stamford, Torrington, or Waterbury campuses apply to the Honors Program as current first- or second-year UConn students to enter as sophomores or juniors, respectively. Depending on a student’s campus and major, sophomores and juniors may participate in Honors while remaining at a regional campus or after they transition to the Storrs campus. For additional information or questions, regional campus students may speak with their campus’ general Honors advisor, the Honors advisor in their major at their campus or at Storrs, or directly with the Honors Program office.

For more information, contact:
Honors Program
University of Connecticut
John W. Rowe CUE Building, Room 419, Unit 4147
Storrs, CT 06269-4147
Phone: (860) 486-4223
Website: honors.uconn.edu

University Scholar Program

Each year up to thirty juniors are selected for the University Scholar Program through an application process sponsored by the Honors Program. All undergraduate Honors and non-Honors students from all campuses may apply. This prestigious program allows motivated students to pursue individualized and intellectually challenging programs of study that include an intensive research or creative project and a more robust program of coursework to complement the project. Students are usually members of the Program for the last three semesters of undergraduate study. Graduation as a University Scholar is the highest academic honor bestowed upon undergraduates by the University of Connecticut.

Students interested in applying to the Program are encouraged to begin planning no later than the second semester of their sophomore year. Program applicants must submit a “letter of intent,” an application form, and appropriate documentation by the published deadlines. Applicants must completely and clearly describe the subject matter, topic, or issue of interest; the proposed University Scholar project, including the methods and resources to be used to complete the project; and the set of courses that would enable them to explore their interests in depth. In late fall, an University Scholars Program committee selects recipients for this award according to the creativity, clarity, detail, and thoughtfulness of the applicants’ proposed research projects and programs of study.

A committee composed of a major advisor and two additional advisors enlisted by the student guides the student through his or her study or project. The scholarly work culminates with a tangible product, such as a completed research paper or work of art. Upon completion of the approved University Scholar project and plan of study and the submission of appropriate forms to the Honors Program Office, students earn the title of University Scholar. Students in the University Scholar Program receive awards in the amount charged for the General University Fee every remaining semester (up to three semesters) the student enrolls in his or her undergraduate program. University Scholars are granted priority registration, priority housing, and special library privileges. University Scholars are also relieved from the maximum credit load during any given semester. Participation in the University Scholar Program is noted on students’ academic transcripts at entry and for each semester enrolled. Graduation as a University Scholar is recognized at commencement and on the academic transcript and diploma.

For more information, contact:
University Scholar Program
University of Connecticut
John W. Rowe CUE-Building, Room 403, Unit 4151
Storrs, CT 06269
Phone: (860)-486-3631.