

General Information

Certain University policies and regulations affecting most students are included in this *Catalog*. Other regulations are set forth in various materials provided to all new students. In general, students are expected to meet the University's academic requirements, attend classes regularly, conduct themselves as responsible members of the community, and meet their financial obligations to the University and to the residence groups to which they are assigned.

Support for Academic Success

The University provides many services to support the academic success of its students. Several of those programs are described below.

Academic Advising. The deans of the schools and colleges assign advisors to help students meet their academic goals and complete degree requirements. Although the advisor is responsible for making appropriate academic recommendations, students are responsible for their own academic progress.

Meeting regularly with an advisor helps students anticipate and solve problems before they become serious. Advising includes:

- Describing the goals of higher education, the aims of disciplinary and interdisciplinary study, and the reasons for academic requirements including minimum scholastic standards;
- Describing registration procedures, courses, faculty interests, educational opportunities and degree programs;
- Helping the student plan semester by semester registration including tentative and final plans of study;
- Referring the student to appropriate sources for information and specialized services.

Students and advisors should know the academic requirements published in the University *Catalog* and departmental plans of study.

Before registering, students consult with their advisors. The University tries to meet the students' requests where course selections conform with University rules and where resources permit.

Undergraduate Advisory Centers

School/College, Contact Person, Location

Academic Center for Entering Students^{*}, Steve Jarvi, *Goodyear Hall, First Floor*

Agriculture and Natural Resources, Pat Jepson, *W. B. Young Building, Room 211*

Business, Janice Clark, *School of Business, Room 121*

Continuing Education, Laurel Raubschultz, *Bishop Center*

Education, Steve Smith, *Gentry Building, Room 231*

Engineering, Marty Wood, *Engineering II Building, Room 326*

Family Studies, Mary Alice Neubeck, *Family Studies Building, Room 120*

Fine Arts, Mary Ellen Junda, *Fine Arts Building, Room 202*

Health and Human Development, Eva Gorbants, Judy Tiberio, *Storrs Hall Annex, Room 6*

Liberal Arts and Sciences, **Monica Kettle**, *CLAS Building, Room 345*

Nursing, Kathleen Hiatt, *Storrs Hall, Room 109 and 110*

Pharmacy, Kenneth Speranza, *Hewitt Building, Room 151*

Ratcliffe Hicks, Pat Jepson, *W. B. Young Building, Room 211*

^{*} Please note that the ACES Advisory Center will be moving to the *Center for Undergraduate Education, Room 111*.

Academic Center for Entering Students. The Academic Center for Entering Students (ACES) provides academic advising for all students entering the College of Liberal Arts and Sciences. Entering students might have one of several possible major designations. A significant portion of students will choose to be Exploratory majors upon entering the University, and will spend some time investigating any number of possible academic interests. Others will pursue admission to one of the university's schools or colleges as either a "Pre" or "Shadow" student. Some will designate an interest in one of the academic majors offered within the College of Liberal Arts and Sciences. The goal of the Academic Center for Entering Students is to pair every ACES student with an appropriate major(s) and assign him or her to a school or college as early as possible in the academic

career. Each ACES student is assigned an ACES advisor who will work with the student until he or she declares a major and moves to one of the University's schools or colleges. The advisors at ACES, along with advisors from the university's schools and colleges and all of the University's student support services, work to ensure that both students and academic programs reach their full potential. The ACES advisors work with students to discuss their goals, interests, and strengths and to pursue their academic interests accordingly.

Career Services. Career Services assists students in identifying strengths, interests, and special talents, all of which are important in identifying career goals. Establishing goals provides a focus for both career and academic planning. Through internship and cooperative education opportunities, students are encouraged to continue their education and prepare for either employment or graduate school opportunities.

Center for Academic Programs. The Center for Academic Programs (CAP) increases access to higher education for high-potential students who come from underrepresented ethnic or economic backgrounds and/or are first-generation college students. CAP prepares students for successful entry into, retention in, and graduation from a post-secondary institution through its four constituent programs: Educational Talent Search, Gear Up and Upward Bound provide programming to increase middle and high school students' college access and retention; Student Support Services provides programming to facilitate students' retention in and graduation from the University of Connecticut. CAP designs and implements these programs in accordance with guidelines set forth by its funding bodies, including the University, the U.S. Department of Education, and other programs which promote educational opportunity for all.

Questions should be directed to Bidya Ranjeet, Director of Student Support Services at Bidya.Ranjeet@UConn.edu.

Center for Students with Disabilities. The Center for Students with Disabilities (CSD) offers comprehensive services. Please refer to "Students with Disabilities" in the "Admissions" section of this *Undergraduate Catalog*.

Counseling Program for Intercollegiate Athletes. Student athletes commit a large percentage of their personal time to University-sponsored athletic activities. For this reason, the University recognizes the need for a support program to assist student athletes in achieving their academic goals. Counselors meet regularly with student athletes and also serve as liaison between a student's academic advisor, coach, and academic support personnel. Tutors and study hall are provided as required.

Office of Special Programs. The Office of Special Programs (formerly Counseling Services) provides students with short-term services, programs, and events designed to: enhance academic success, facilitate individual support and decision-making, make healthy lifestyle choices, and address the misuse of alcohol and other drugs. If a student is in need of longer-term assistance, a referral to an appropriate service provider will be made. Please also refer to the "Peer Tutoring" description within this section of the *Catalog*.

Dean of Students Office. Dean of Students (DOS) Office serves in the capacity of ombudsman for the campus community, chief advocate for students, organizational home for all campus judicial matters, and administrator of campus policy and student status changes. The DOS Office seeks to promote positive growth experiences for students through the development of leadership, dispute resolution, and self-advocacy skills. The DOS Office also functions in a leadership role in building community around campus and in establishing expectations of student conduct. As part of its expanded role, the DOS Office will enhance the student experience and address issues of retention through ongoing assessment, analysis, interpretation, and response to changing student needs. Perhaps most importantly, the DOS Office has established itself as "the place to go when you don't know where else to go."

Engineering Diversity Program. The Engineering Diversity Program (EDP) provides academic support and outreach activities designed to increase the number of African-American, Hispanic, Native American, Puerto Rican and women engineering students.

Bridge is a free summer program designed to prepare talented underrepresented populations and women for the first-year experience as an engineering student.

Project Elevate provides group study sessions and supplemental instruction for freshmen and sophomores by utilizing undergraduate and graduate peer tutors and facilitators.

Pre-engineering is a pre-college Saturday morning engineering enrichment opportunity for middle and high school students.

Multiply your Options is a one-day conference designed to introduce mathematics, science and engineering careers and female role models who have chosen these careers to middle school girls.

Faculty of the Future provides financial support to encourage undergraduate engineering students to pursue graduate school by connecting them to research opportunities.

First Year Experience. The First Year Experience offers opportunities for new students who are (a) looking for a way to get a head start on academic success, (b) seeking support to explore specific academic interests while still meeting core curriculum requirements or (c) having difficulty making the transition to a university setting, overwhelmed by a large campus or, academically challenged and possibly on academic probation.

Knowing the “smart” way to approach academic and personal challenges can make a big difference in the undergraduate experience at a university. FYE University Learning Skills (ULS) (INTD 180), a one-credit seminar, brings students together weekly to interact and adjust to the new expectations they will be facing at UConn. A team of faculty, professional staff, and advanced undergraduate students who know their way around have designed each ULS. New students learn about University resources and facilities, enhance their academic and interpersonal skills, and work on time management issues. In addition, students will get to know a faculty member, a professional staff person, and an advanced undergraduate to whom they can turn for advice and support in the future.

FYE Faculty-Student Seminars (INTD 182) which meet for one hour per week, involve guided research, writing, and provide plenty of opportunity for participation. The faculty who teach the seminars enjoy working closely with students and help participants enhance their ability to engage actively in the academic life of the University and to learn independently.

Math Learning Center. The Math Learning Center is staffed by undergraduate and graduate math students from actuarial, applied, and pure math concentrations. The facility is open all day every day and provides a quiet place to study, and during certain hours one-on-one and small group tutoring is available.

The Math Learning Center is open to students who need assistance with math. The purpose of the Center is to help students with specific questions about their work. Any UConn student in any discipline is welcome to visit the Math Learning Center with questions, however, the services provided are primarily directed toward all 100-level math courses and some 200-level courses. Current enrollment is not a requirement for tutoring assistance.

National Scholarship Information Office. The National Scholarship Office provides information to all undergraduates, who are interested in the major national scholarships such as the Truman, Rhodes, Marshall, and Mellon. Efforts to distribute information and guide students toward success in these national competitions are coordinated by Kathy Usher, Assistant Director of the Honors Program. This website will provide additional information for interested students: <http://www.honors.uconn.edu/natsinfo.html>

Peer Tutoring. The Office of Special Programs in conjunction with the Department of Residential Life provides a free peer tutoring program to University of Connecticut students in various locations on campus. Graduate and undergraduate students provide academic assistance in MATH 101-115, STAT 100 and 110, CHEM 127 and 128, PHYS 101, 121, 122, 131 and 132, Spanish, French, German and Italian. This service is offered Sunday through Wednesday evenings throughout the semester. For further details, please call (860) 486-4130.

Program for College Students with Learning Disabilities. The University Program for College Students with Learning Disabilities (UPLD) is a comprehensive program available to assist qualified students with LD to become independent and successful learners within the regular University curriculum. The services are designed to complement, but not duplicate, the University’s existing campus services and programs.

In order to access services, students must refer themselves to UPLD and submit documentation that verifies eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Documentation must meet established University Guidelines for Documentation of a Specific Learning Disability, must be current, comprehensive, and provide clear and specific evidence and identification of a learning disability. In the case of a student whose disability does not include a specific LD (e.g., ADD/ADHD), support services are available from the Center for Students with Disabilities (CSD).

Three types of program services, Direct Instruction, Monitoring, and Consultation, are offered along a continuum leading to independence. Students can work with a trained staff of learning specialists in individual structured sessions that meet on a weekly, bi-weekly, or monthly basis. As students increase their independence and skills, the level of services may be reduced. There is no cost for services, and services are available for as long as the student needs them. Participation in the program is optional, and students are encouraged to reflect on their need for UPLD services.

Students with specific learning disabilities can also receive reasonable individual accommodations and auxiliary aids by submitting documentation verifying eligibility and need to the Director of UPLD, Joseph W. Madaus, Ph.D., at 362 Fairfield Road, Unit 2064, Storrs, CT, 06269. If students are seeking accommodations only, the Consultation level on the UPLD Continuum is the appropriate service. Students requesting testing

accommodations are strongly encouraged to contact UPLD within the first two weeks of each semester.

Project 3000 by 2000. Project 3000 by 2000 is a Health Professions Partnership Initiative with the University of Connecticut Health Center, Wesleyan University and central Connecticut State University. Project 3000 by 2000 is designed to increase the number of disadvantaged and underrepresented students enrolled in medical, dental and biomedical sciences, allied health, nursing, and pharmacy programs. The program is a six-week, non-credit pre-collegiate summer residential experience that integrates an extensive introduction to college-level mathematics, English, biology and chemistry with seminars related to the health professions and clinical experiences at the UConn Health Center. A study skills course focusing on problem solving, test taking, orientation to the University and freshman resources is also a part of the pre-collegiate experience.

Student Mental Health Services. The Student Mental Health Services offers students an opportunity to discuss, in a confidential and non-judgmental setting, whatever personal concerns they might have. Those experiencing occasional, mild difficulties often benefit from a few individual sessions with a therapist. More severe problems may require additional sessions. Both individual and group therapy are offered. In some cases, psychiatric medications may also be helpful, particularly for individuals who are clinically depressed. By clarifying the causes of their problem, developing some additional strategies for mobilizing their resources, and having the understanding of a professional therapist, they can be relieved of unnecessary distress.

Many students are self-referred, while others are referred by friends, RAs, professors or family members.

Student Mental Health provides a variety of services within the limits of its professional resources. If, after assessment, it is determined in a student’s best interest to be referred elsewhere, assistance will be given in finding specific outside treatment alternatives.

Study Abroad/Study Away. The Study Abroad/Study Away Office is responsible for developing and administering academic programs abroad and in the U.S., including the National Student Exchange (NSE). The University of Connecticut offers a wide variety of programs abroad for students of liberal arts, social sciences, engineering, business and economics in the following countries: Argentina, Australia, Austria, Brazil, Canada, Chile, China, Costa Rica, Czech Republic, Denmark, Dominican Republic, England, France, Germany, Ghana, Hungary, Indonesia, Ireland, Israel, Italy, Japan, Mexico, The Netherlands, Poland, Portugal, Russia, South Africa, Spain, Sweden, Switzerland, Thailand and Vietnam. The University also sponsors the Semester-At-Sea program. Some of the overseas programs require language proficiency, some offer intensive language study starting at the beginning level, while others provide core courses taught in English in combination with language study.

Students interested in a U.S. study away experience may attend one of the 160 different institutions in the U.S. that are part of the NSE, or the Biosphere Earth Semester in Arizona.

Students who enroll in approved study away programs continue to earn University of Connecticut credits that can be used for graduation requirements, and many of the programs offer courses that can be counted towards the major. The office works closely with academic departments throughout the University to ensure approval of the courses. While away, students remain registered at the University of Connecticut and are therefore eligible for their normal financial aid.

In addition to the academic coordination of the NSE and the forty officially sponsored overseas programs, the Study Abroad/Study Away office provides counseling services to all students wishing to study away and maintains a library of foreign study reference materials and catalogs of NSE member institutions.

Study Skills. To facilitate the development and success of each student, the Department of Counseling Services provides specialized assistance designed to help students enhance their abilities to succeed academically. Some students who enter the university face a greater challenge of successfully negotiating the academically rigorous demands of this institution than others. UConn isn’t just harder than high school, it’s fundamentally different. For that reason, academic success requires students to make major adjustments in their study-related skills, strategies, and attitudes. Students are taught techniques which help them to better prepare for and take examinations, improve memory and concentration, motivation, reading and writing skills, and how to manage stress.

The Writing Center. The Writing Center provides students with one-to-one help with their writing. Staff work with writers at every point in the writing process. Writing Center Tutors are available to assist students who need help writing and revising essays, generating or organizing ideas, or understanding the readings required for writing assignments.

UConn American English Language Institute (UCAELI). The Institute’s primary goal is to provide international students with an exceptionally supportive intensive English language program. Coinciding with the University calendar, 16 week sessions are offered each fall and spring. Students may enter and depart at the middle of the session. In

addition, two 6-week sessions are offered in the summer. The program consists of 23 hours of instruction per week for levels of proficiency from beginning to advanced. Students take entrance placement tests and exit proficiency tests each session. A TOEFL Preparation course and Institutional TOEFL exam are also offered each session. UCAELI students have access to an Internet-ready computer lab for coursework and self-study.

Advanced students, upon approval of the director, may elect to take undergraduate or graduate courses in combination with their UCAELI courses.

Departments within UConn may also register conditionally admitted or fully enrolled students for full/part-time, ESL, skill-specific courses at UCAELI. Tutoring for non-native English speaking students may also be arranged.

UConn Connects. The UConn Connects Program, one of the most successful student support programs at the University, serves undergraduate students who are on academic probation. By matching each student with a facilitator (recruited from the ranks of student, faculty, and staff), the program helps students locate and utilize the resources, skills, and personnel who can help transform academic struggle into academic success. Through mutually agreed upon meetings, students and their facilitators work on time management, study skills, and a wide range of other issues crucial to academic achievement at the University. Facilitators are kept abreast of program offerings, tutoring assistance, and other resources of value to their students.

Undergraduate Research and Creative Activity Office. The Undergraduate Research and Creative Activity Office was established to provide a broad range of enrichment activities designed to make research and creative activity available to all undergraduates. The Office provides research-related opportunities and information to students interested in pursuing a deeper learning experience. Opportunities for undergraduate research are only limited by the student's imagination. Research can be conducted independently, on a team, directed by a UConn faculty, within the university or in an outside facility. The Office maintains a Web Page containing a library of research sites, a collection of research abstracts, research guidelines and proposals, faculty and student contacts, and funding availability. In addition, updated information regarding National Undergraduate Research Conferences will also be listed as well as the University's own Frontiers of Undergraduate Research and Creativity Activity and Summer Undergraduate Research Competitions. The web page may be accessed via: <http://ugradresearch.uconn.edu/>

Academic Records

Confidentiality of Records. The Family Educational Rights and Privacy Act of 1974, as amended, protects the privacy of educational records, establishes the students' rights to inspect their educational records, provides guidelines for correcting inaccurate or misleading data through informal and formal hearings, and permits students to file complaints with the Family Policy Compliance Office of the U.S. Department of Education concerning alleged failures of the institution to comply with this Act. In compliance with this Act, the University of Connecticut publishes detailed FERPA information on the Registrar's website at: <http://www.registrar.uconn.edu/ferpa.html> and sends notification to students via e-mail.

Graduation Rate. The Student Right to Know Act 1990 requires each institution to make available the graduation rates, within six years, of entering freshmen classes. For the University of Connecticut Fall 1995 entering freshmen, the graduation rates by the summer of 2001 were: entered at Storrs is 69.5%; entered at a regional campus 37.2%. Non-graduates may have completed degrees at other institutions.

Certifications. Students needing certification of enrollment or academic status for loan deferments, job procurement, scholarships, insurance, international student I.D. cards, licensing exams, admission to graduate school or other purposes may obtain the necessary documentation from the Office of the Registrar.

Official Transcript Requests. Students at Storrs and the regional campuses can request official transcripts of their academic records by writing to the University of Connecticut, Office of the Registrar, Wilbur Cross Building, Unit 4077T, Storrs, CT 06269-4077. Requests can also be faxed to the Registrar at (860) 486-4199. All requests should include full name, social security number, Student Administration System Login ID (if known), dates of attendance, complete and accurate addresses of transcript recipients including ZIP codes, and the requester's address and telephone number in the event that there is a problem with the request. All requests, INCLUDING FAXES, MUST BE SIGNED.

Request forms can be completed at the Office of the Registrar in the Wilbur Cross Building and submitted for processing. These forms are also available at the regional campus registrars' offices for mailing or faxing to the University Registrar at Storrs.

Students can request that their transcripts be sent to themselves. Note, however, that such transcripts are stamped "issued to student in a sealed envelope" and the envelope bears a similar stamp and a signature. Students are advised that some recipients will not accept transcripts that have not been sent directly to them.

Transcripts are sent out ONLY by U.S. Postal Service first class mail, Priority Mail, or Express Mail. For Priority/Express mail service, the request must be accompanied by a pre-paid and pre-addressed envelope(s). Alternate carriers (e.g. UPS, FedEx) are not an option.

There are other restrictions to this service. Official transcripts may be withheld if financial or other obligations to the University remain unmet. Since official transcripts are issued on security paper they CANNOT BE FAXED. Requests are processed in the order in which they are received in one to five business days. The University cannot honor telephone or e-mail requests for transcripts.

There is no service fee for Official Transcripts.

Unofficial Transcripts. Any student can obtain an unofficial transcript via a computer that has internet access by logging on to the Student Administration System using the unique log-in ID and password. Unofficial transcripts are also available at the Office of the Registrar at Storrs or at any of the regional campuses; however, students should call the regional campus registrar in advance to make arrangements for transcript pickup.

Student Identification

Student Administration System. Prior to first registration for classes, each student is assigned a randomly selected, unique Login ID number to be used to gain access to the Student Administration System. An initial password is also assigned which must then be changed to another number of the student's own selection. The log-in number and password become important tools to be used to register for classes, obtain grade transcripts and schedules, and change contact information. Questions regarding log-in numbers and passwords for this system should be referred to the Office of the Registrar.

Each student is issued a photo identification card. The card is used to obtain services such as dining, residential life, and library. It is also the identifier used to gain entrance to some campus social events. The initial card is obtained at the One Card Office, as are replacements. Stickers updating the card for each semester are issued by the Bursar's Office. The One Card Office, the Bursar, and the Registrar are all located in the Wilbur Cross Building.

Net ID. Web CT and University e-mail require the use of a Net identification number and a password that are unique to those systems. These numbers are not the same as those used for the Student Administration System.

Social Security Number. If the social security number appears incorrectly on any University document, the undergraduate student must present a social security card indicating the correct number to the Office of the Registrar.

Reporting Name and Address Changes. Undergraduate students must report any change of name and commuting or permanent address at the time such change occurs to the Office of the Registrar. Name changes require official documentation. Changes made by the Registrar's staff will update the information that appears on the University website's Directory of students' names and addresses.