

# University Interdisciplinary Courses Committee

## Alignment Form for Undergraduate UNIV Courses Shells

NOTE: All fields are required unless otherwise specified.

Completed forms are due by **March 2022**. Please submit to Cheryl Galli (cheryl.galli@uconn.edu)

1. **Course Designation, Number and Name:** indicate UNIV, then course number and name.

**UNIV 3820, Learning Community Advanced Seminar**

2. **Principal Contact Person** (Name, Phone, E-mail, Title of person who manages course):

Sarah Scheidel, *Assistant Director, FYP&LC; Director, First Year Experience*  
(860) 486-5699, sarah.scheidel@uconn.edu

Melissa Foreman, *Asst. Director, FYP&LC; Director, Learning Communities*  
(860) 486-1127, melissa.foreman@uconn.edu

3. **Academic unit(s), and/or university unit(s) responsible for overseeing this course.**

First Year Programs & Learning Communities (FYP&LC), *Executive Director, David T. Ouimette*

4. **Course Consistency:** Briefly describe how uniformly or diversely this course is taught across sections. Explain what steps have been taken to ensure all sections meet course goals and learning objectives (e.g., explain how much leeway instructors have in assignments or syllabi.)

**Curriculum:** A number of Learning Communities offer UNIV 3820 courses as part of their program to engage second-year students. All UNIV 3820 courses are required to be structured around the office-established learning objectives as approved by the University Senate. Specific learning outcomes and additional assignments are tailored by the instructor to meet the objectives of the Learning Community. All sections are taught by, or overseen by, a Faculty Director of the Learning Community.

**Oversight:** Each instructor must apply and be approved to teach by the First Year Programs & Learning Communities Faculty Courses & Curriculum Oversight Board. Syllabi are collected annually. SET evaluation results are reviewed, and any instructor who receives an average score of three or below is provided personalized remediation and support.

5. **Course Subtitles:** Attach a list of all sections of the course offered in current academic year.  
*Please see Appendix A*

6. **Syllabi:** Attach syllabi from three different course instructors. If this course is offered at any regional campuses, include at least one syllabus from a regional instructor.  
*Please see Appendix B*

## Appendix A: UNIV 3820 Course Listing Fall 2021

### Storrs

Class #	Subject Area	Catalog Nbr	Class Section	Units	Campus	Description	Instruction Mode	Hours/Days/Location	Instructor (Role)
7269	UNIV	3820	001	1	STORR	Learning Community Adv Seminar	Online	12:00AM - 12:00AM // NRRSTORONL	Amanda Spada (PI)
8292	UNIV	3820	002	1	STORR	Learning Community Adv Seminar	Online	12:00AM - 12:00AM // NRRSTORONL	Amanda Spada (PI)
7314	UNIV	3820	003	1	STORR	Learning Community Adv Seminar	Online	12:00AM - 12:00AM // NRRSTORONL	Amanda Spada (PI)
7672	UNIV	3820	004	1	STORR	Learning Community Adv Seminar	Online	12:00AM - 12:00AM // NRRSTORONL	Amanda Spada (PI)
7673	UNIV	3820	005	1	STORR	Learning Community Adv Seminar	Online	12:00AM - 12:00AM // NRRSTORONL	Amanda Spada (PI)
7674	UNIV	3820	006	1	STORR	Learning Community Adv Seminar	Service Learning	5:50PM - 6:40PM / Tu / NRRSTORDPT	Thomas Hayes (PI)
8377	UNIV	3820	009	1	STORR	Learning Community Adv Seminar	In Person	3:30PM - 4:45PM / Tu / OAK111	Nicole Garcia (PI)
8392	UNIV	3820	010	1	STORR	Learning Community Adv Seminar	In Person	10:00AM - 10:50AM / Tu / NRRSTORDPT	Kelli Petersen (PI)
8393	UNIV	3820	011	1	STORR	Learning Community Adv Seminar	In Person	1:25PM - 2:15PM / We / ROWE132	Shoshana Armington (PI)
8395	UNIV	3820	013	1	STORR	Learning Community Adv Seminar	In Person	5:00PM - 5:50PM / Mo / NRRSTORDPT	Dabney Waring (SI), Stephen Dyson (PI)
8404	UNIV	3820	014	1	STORR	Learning Community Adv Seminar	In Person	11:00AM - 11:50AM / Tu / MCHU307	Brendan Kane (PI), Rachel Jackson (SI)
8451	UNIV	3820	015	1	STORR	Learning Community Adv Seminar	In Person	12:20PM - 1:10PM / Mo / NRRSTORDPT	Amit Savkar (PI)
8939	UNIV	3820	016	1	STORR	Learning Community Adv Seminar	In Person	2:00PM - 2:50PM / Fr / NRRSTORDPT	Michael Bradford (PI), Paul Singleton II (PI)
8940	UNIV	3820	017	1	STORR	Learning Community Adv Seminar	In Person	11:00AM - 11:50AM / Tu / NRRSTORDPT	Kelli Petersen (PI)
9076	UNIV	3820	018	1	STORR	Learning Community Adv Seminar	In Person	9:05AM - 9:55AM / Fr / NRRSTORDPT	Kristen Govoni (PI), Michelle Neitzey (PI)
9119	UNIV	3820	019	1	STORR	Learning Community Adv Seminar	In Person	3:30PM - 4:45PM / Tu / NRRSTORDPT	Sara Vaz Djassi Sr. (SI), Saran Stewart (PI)
11051	UNIV	3820	020	1	STORR	Learning Community Adv Seminar	In Person	12:00AM - 12:00AM // NRRSTORDPT	Veronica Jacobs (PI)
12990	UNIV	3820	021	1	STORR	Learning Community Adv Seminar	In Person	1:25PM - 2:15PM / Mo / NRRSTORDPT	Dana Ziter (PI), Nick Delaney (PI)
12992	UNIV	3820	022	1	STORR	Learning Community Adv Seminar	In Person	2:00PM - 2:50PM / Tu / NRRSTORDPT	Fayekah Assanah (PI)
12993	UNIV	3820	023	1	STORR	Learning Community Adv Seminar	In Person	12:30PM - 1:20PM / Th / NRRSTORDPT	Bryan Huey (PI)
12994	UNIV	3820	024	1	STORR	Learning Community Adv Seminar	In Person	3:30PM - 5:30PM / Tu / NRRSTORDPT	H. Kenny Nienhusser (PI)
12995	UNIV	3820	050	1	STORR	Learning Community Adv Seminar	Online	12:00AM - 12:00AM // NRRSTORONL	Cody Olson (PI), Jaclyn Chancey (PI)

### Stamford

Class #	Subject Area	Catalog Nbr	Class Section	Units	Campus	Description	Instruction Mode	Hours/Days/Location	Instructor (Role)
2087	UNIV	3820	Z81	1	STMFD	Learning Com	Online	12:00AM - 12:00AM // NRRSTMDONL	Katherine Santos (PI), Amanda Spada (PI)

## Appendix B: Syllabi

1. UNIV 3820.021 (Storrs, Engineering House LC, p. 3);
2. UNIV 3820.024 (Storrs, La Comunidad Intelectual (LCI), p. 10);
3. UNIV 3820.Z81 (Stamford, Business Connections LC, p. 17)



UNIVERSITY OF CONNECTICUT

UNIV 3820.021: Advance Learning Community Seminar

Fall 2021

Monday, 1:25 pm-2:15 pm, Werth 013

Instructor: Dana Ziter
E-mail: dana.ziter@uconn.edu
Office Hours: By appointment via Nexus

*"By replacing fear of the unknown with curiosity we open ourselves up to an infinite stream of possibility."  
– Alan Watts, Philosopher*

### COURSE DESCRIPTION

This advanced learning seminar is a unique one-credit course designed to provide you with the opportunity to become involved with the Senior Design process and exclusive insight of academic, career, and personal opportunities within the School of Engineering and with STEM affiliated departments. School of Engineering faculty are instructors of this course, acting as mentors for the design processes students will encounter as part of a Senior Design team and aiding in students' navigation through their selected majors.

### COURSE LEARNING OBJECTIVES

**LO1:** Students will work with their Faculty Instructor in their field of intellectual interest.

**LO2:** Students will engage actively in the academic life of the university, in or out of the classroom.

**LO3:** Students will conduct directed research and/or applied work relevant to the academic theme of the learning community.

### STUDENT LEARNING OUTCOMES

Students who successfully complete the course will:

1. Integrate as a valued member of a Senior Design Team
2. Gain awareness of research projects, processes, and opportunities within the School of Engineering
3. Form understating of the engineering design process and project management
4. Successful navigation of mentor/mentee relationships with senior engineering students
5. Obtain time management and collaboration skillsets

## ASSIGNMENT SUMMARY

Semester Week	Class Date	Topic/Special Location	Assignments Due (To Be Completed <b>Before</b> Class Meets)
1	Aug. 30	Introductions & Syllabus review Overview of Senior Design Internship (Dana Ziter) Farm Friday Scheduling	
2	<b>Labor Day</b>	<b>No Class</b>	
3	Sept. 13	SD Team application process <b>UConn Involvement Fair 2-7pm</b>	Resume and personal statement
4	Sept. 20	Werth Institute Presentation	Involvement Fair Form Due
5	Sept. 27	UG Research Presentation	Werth Presentation Discussion Board Post Team Project Agreement* Mentor Expectations*
6	Oct. 4	<i>Work on project / study for mid-term exams</i> <b>Lab Tour 1</b> – dates TBD	SD Intern Journal Entry
7	Oct. 11	<i>Work on project and/or your one-on-one meeting with instructor- Schedule via Nexus</i>	SD Intern Journal Entry <b>Lab Tour 1 Discussion Board Post</b>
8	Oct. 18	REFINE Lab – Tech Park	SD Intern Journal Entry
9	Oct. 25	<i>Work on project and/or your one-on-one meeting with instructor- Schedule via Nexus</i>	SD Intern Journal Entry REFINE Lab Discussion Board Post
10	Nov. 1	<i>Work on project and/or your one-on-one meeting with instructor- Schedule via Nexus</i>	SD Intern Journal Entry
11	Nov. 8	<b>Lab Tour 3</b>	SD Intern Journal Entry
12	Nov. 15	<i>Work on project and/or your one-on-one meeting with instructor- Schedule via Nexus</i>	SD Intern Journal Entry <b>Lab Tour 3 Discussion Board Post</b>
<b>Farm Friday Visit and Journal Entry due prior to Thanksgiving Break</b>			
<b>Thanksgiving Break November 21<sup>st</sup> – November 27<sup>th</sup></b>			
13	Nov. 29	<i>Work on project and/or your one-on-one meeting with instructor- Schedule via Nexus</i>	SD Intern Journal Entry
14	Dec. 6	Semester Wrap Up SD Internship open floor discussion Looking ahead to spring semester	Final Reflection Paper Mentor Evaluation Form Student Evaluation Form
<b>LAST DAY OF CLASSES – Friday, December 10<sup>th</sup></b>			
<b>FINALS – December 13<sup>th</sup> – December 19<sup>th</sup> (Additional Reading Day on Thursday Dec. 16<sup>th</sup>)</b>			

## GRADING

Grade Components	Total # of Points	Explanation	Grade Percentage
Senior Design Internship	550 points	7 graded components – see below	55%
Werth Institute Presenta	50 points	Presentation and discussion board post	5%
UG Research Presentation & Lab Tour	150 points	Presentation and 3 lab tours. Discussion board post for each lab tour	15%
Eco House Farm Friday Experience	100 points	Visit to Spring Valley Student Farm and journal entry	10%
One-on-One Meeting	50 points	One-on-one meeting with your faculty instructor	5%
LC Events	100 points	Attend a minimum of 2 LC events	10%

Below are brief summaries of the course assignments. Additional information will be discussed in class and can be found on our course HuskyCT site. If you have any questions, please ask before the assignments are due.

**Senior Design Internship – (550 Points Total):** As part of your requirements for UNIV 3820, you will be an intern to a senior design team within your major. This will be an invaluable experience to gain first-hand knowledge of the UConn Senior Design process, industry expectations, and employment expectations within your major. This internship will span both fall and spring semester (Senior Design I & Senior Design II) with the same team, in which you will be part of the process from design to build. You will designate 3 hours a week to your team commitments.

To be selected to participate on a SD team, you will submit a resume and personal statement to teams of interest (no more than 3). SD teams will conduct interviews of interested students. Each SD team will provide a brief written evaluation and ranking of their applicants to the Assistant Director of Student & Faculty Engagement (ADSFSE). The ADFSE will use these rankings to match one student intern to each team and will inform the intern and teams of the pairings. You will meet with your team members to complete a team project agreement to determine how you will assist with the project each semester. Each semester, one SD team member will be assigned as your primary team mentor and will complete a final evaluation in regards to your participation in the project/on the team. You will also complete an end of semester evaluation on your experience. You will have a weekly journal assignment to illustrate your responsibilities and experience and will submit final reflection papers at the end of each semester.

**Team Application – (50 Points):**

**Resume-** Submit the most recent version of your resume. Consult with the CCD if needed.

**Personal Statement-** approximately ½ page, include:

- Overview of who you are
- Why you are interested in the project
- Highlight of your most relevant experience and talents / what you would bring to the team

**Team Project Agreement – (50 Points):** See form in Husky CT

**Mentor Expectations – (50 Points):** See form in Husky CT

**Weekly Journal Posts – (100 Points, 12.5 points each):**

Each week, by Sunday 11:59pm, please complete a journal entry (1 paragraph minimum) for your “week in review as an SD project intern”. You can incorporate the following prompts if applicable:

- What tasks did you work on/accomplish this week?
- What questions do you have for your team members after this week?
- How did your team mentor help you this week?
- What is your goal for next week/did you meet your last goal?
- How are team dynamics?
- Did you struggle with anything this week?

**Mentor Evaluation Form – (50 Points):** See form in Husky CT

**Student Evaluation Form – (50 Points):** See form in Husky CT

**Semester Final Reflection Paper – (200 Points):**

Being a strong team member is a vital skill for both academic and professional success. Please reflect on your experience as a member of your senior design team this semester. Be sure to include the following points:

- Brief team project overview
- Your assigned tasks – How did you feel about them? Did you complete them all? Did you face any struggles? Did you have or seek out any help?
- Collaboration with your team members – Did you work well with everyone? Was there any conflict that needed resolution? Did they provide a welcoming environment?
- What are you looking forward to for your Spring semester involvement?
- What did you learn about the senior design process that will be helpful to you and your team when you are a senior?
- Has this experience strengthened or weakened your interest in your current major/anticipated career field?
- Overall thoughts about the experience

**Werth Institute Presentation (50 Points):** In-class presentation. Make one discussion board post.

**UG Research Presentation & Lab Tours (150 Points – 50 points for each tour & post):** In-class presentation and three (3) lab tours. Make discussion board posts, one for each tour.

**Eco House Farm Friday Field Experience (100 Points):** To foster environmental literacy, students will visit the Spring Valley student farm on a Friday (transportation is provided) to raise their awareness of sustainable farming. This is an opportunity to observe the farm's operation and spark students' desire to use engineering to protect and increase our food supply through innovation.

Attend an Eco House Farm Friday event and submit a one paragraph journal entry about what you learned about sustainability/farming by 11:30pm of the Sunday AFTER you attend the event. Only 10 spots are available for each date – so we have preassigned a date to each student. If you have a conflict with your assigned date – email us at [ENGR-HouseLC@uconn.edu](mailto:ENGR-HouseLC@uconn.edu) detailing your conflict and we will resolve it

**LC Events (100 Points):** You are required to attend at least two (2) events (50 points each) hosted by the Engineering House Learning Community. You will receive a preliminary list of events early in the semester and periodic updates on HuskyCT or via email as more events are planned. It is your responsibility to ensure that your attendance is recorded on NEXUS, with the Learning Community Coordinators (usually a Floor Mentor or RA) at the event. If a student signs in and leaves promptly without participating – zero points will be earned for the event.

**One-On-One Instructor Meeting (50 points):** One 20-30 minute meeting. This will provide you with the opportunity to connect with your faculty instructor to discuss your progress and experience as a senior design team member. It also provides you with the opportunity to build a mentor / mentee relationship to aid in your academic and career goals. Your faculty instructor will provide meeting availability via NEXUS and you should schedule one meeting as directed by your instructor.

Grading Scale			
<b>A</b> = 93 – 100% Points = (93.0 – 100)	<b>B</b> = 83 – 86% Points = (83.0 – 86.9)	<b>C</b> = 73 – 76% Points = (73.0 – 76.9)	<b>D</b> = 63 – 66% Points = (63.0 – 66.9)
<b>A-</b> = 90 – 92% Points = (90.0 – 92.9)	<b>B-</b> = 80 – 82% Points = (80.0 – 82.9)	<b>C-</b> = 70 – 72% Points = (70.0 – 72.9)	<b>D-</b> = 60 – 62% Points = (60.0 – 62.9)
<b>B+</b> = 87 – 89% Points = (87.0 – 89.9)	<b>C+</b> = 77 – 79% Points = (77.0 – 79.9)	<b>D+</b> = 67 – 69% Points = (67.0 – 69.9)	<b>F</b> = 0 – 59% Points = (0 – 59.9)

## COURSE & UNIVERSITY POLICIES

A key objective of this course is to encourage open, critical discussion. This is a credit-bearing course, and as such there are obligations to the University which must be upheld. Therefore, the following policies will be observed:

### Participation

Active and thoughtful participation is *crucial and meaningful* to your experience in this course. Effective participation consists of being prepared to discuss weekly topics, engage with class assignments and activities, and tie in any assignment reading materials to class discussions. Students must be present to participate therefore, absences will impede your ability to participate and thus having a negative impact on your achievement. If there are special circumstances causing absences, please contact me by phone or email. Students will be responsible for content covered in missed classes. If you know in advance that you will need to miss class we can work together to find a way to catch you up. If you miss class due to a genuine emergency or medical problem, please request documentation from Student Health Services after you visit, or contact the Dean of Students (860) 486-3426. They will look into the issue and send all of your instructors formal notification (a reason) if appropriate.

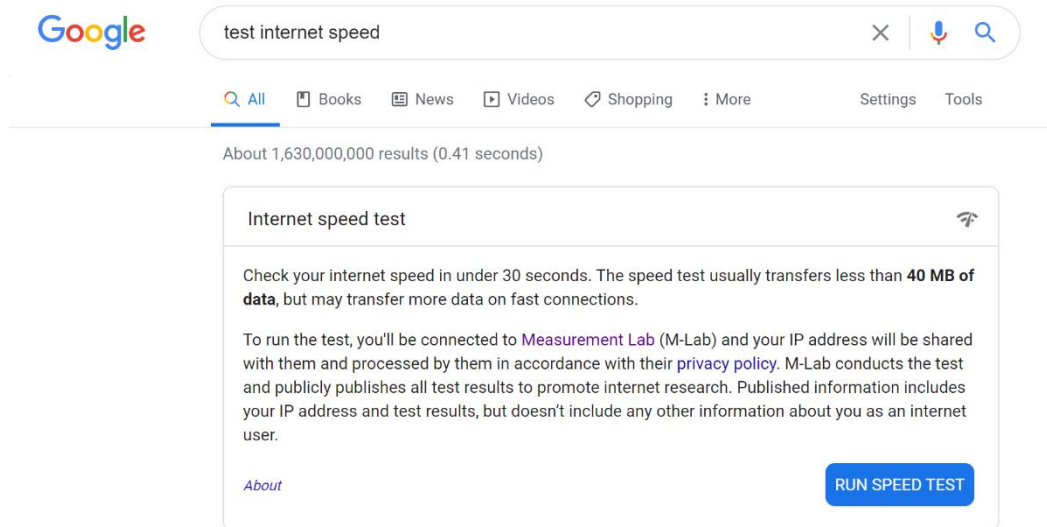
### Late Work Policy

I do not accept late work unless you make arrangements with me before the class or in extreme cases such as medical emergencies. All assignments must be submitted by the **listed due date** and **via HuskyCT**, unless otherwise noted. Please contact me in advance if you are having a problem with an assignment so that I can help. You can see me after class, during my listed office hours, or by appointment. If you are finding that time management is a problem, we can brainstorm ways to address this hurdle. Talk to me!

### Software/Technology Requirements

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office & Teams (free to UConn students through [uconn.onthehub.com](http://uconn.onthehub.com)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- WebCam
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
  - You can test your internet speed quickly by Googling "Test Internet Speed" and click the blue button that says "run speed test" shown in the screenshot below:



For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

**NOTE:** This course has NOT been designed for use with mobile devices.

### **Minimum Technical Skills**

To be successful in this course, you will need the following technical skills:

- Use email and ability to open attachments
- Save files in commonly used word processing program formats
  - Please save files in Microsoft programs, Google Drive (make sure to allow permissions) or PDF,
    - DO NOT save files as **.pages**
- Copy and paste text, graphics or hyperlinks
- Work within two or more browser windows simultaneously
- Open and access PDF files

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

### **Student Responsibilities, Resources, & Policies**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- [The Student Code](#)
  - [Academic Integrity](#)
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- [Academic Calendar](#)
- [Policy Against Discrimination, Harassment and Related Interpersonal Violence](#)
  - More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).
- [Sexual Assault Reporting Policy](#)

### **Students with Disabilities**



The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

### **Finals**

This class **does not** have a final exam. However, this information will help you to be successful in your other courses:

Finals week for Fall 2021 takes place from *Monday, December 13<sup>th</sup> through Sunday, December 19<sup>th</sup>*. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule.

If you have a conflict with your scheduled final or have "bunched finals", you should read more about the possibility of rescheduling on the Dean of Students website: <https://dos.uconn.edu/finals-rescheduling/>

\*\*\*I reserve the right to alter this syllabus. However, if I do I will give you ample notice.\*\*\*



**LA  
COMUNIDAD  
INTELECTUAL**

**LA COMUNIDAD INTELECTUAL (LCI)  
SECOND-YEAR SERVICE-LEARNING EXPERIENCE (SYSLE) SEMINAR  
Empowering Latinx Community Through Service Learning  
UNIV 3820.024 Fall 2021  
Tuesdays 3:30-5:30 p.m. ET  
In-Person at Werth LCI Community Space**

Primary Instructor: Catherina Villafuerte

Email: [catherina.villafuerte@uconn.edu](mailto:catherina.villafuerte@uconn.edu)

Office Hours: Tuesdays 12:00-2:00pm and Wednesdays 11:00am-1:00pm and by appointment (via Webex; <https://uconn-cmr.webex.com/meet/cav16102>)

Secondary Instructor: H. Kenny Nienhusser, Ed.D.

Email: [kenny.nienhusser@uconn.edu](mailto:kenny.nienhusser@uconn.edu)

Phone: 1-646-675-8732 (mobile; text for urgent matters)

Webex Personal Room: <https://uconn-cmr.webex.com/meet/hkn18001>

Office Hours: Mondays 1:00pm-2:00pm (LCI Community Space or Webex), Wednesdays 11:00am-12:00 (LCI Community Space), or by appointment

### **Course Description**

This third term seminar course is designed to build on the FYE course and expand LCI students' understanding of issues that impact the Latinx community in the greater Storrs/Willimantic area. Through volunteer service at different sites student will gain a greater understanding of current health, education, and economic disparities in the Latinx community with an opportunity to learn beyond the walls of the classroom. This course will introduce students to current issues in education, health, advocacy, and economics through volunteer service, readings, guest speakers, and class assignments. In conjunction with the on-site volunteer service, students will write critical reflections and present a final evaluation of their participation in their service-learning site.

### **Course Objectives**

- Build a greater understanding of the current state of issues that impact the Latinx community and how systemic racism plays a role in creating the current crisis.
- Develop a greater knowledge of how the issues the impact the Latinx community in the surrounding Storrs/Willimantic area and society.
- Empower both the community and themselves through service within these fields.

### **Role of Secondary Instructor**

As the secondary instructor in the course, Kenny will help oversee service learning and classroom activities, and be a resource to students in the course. Additionally, Kenny may lead assigned class discussions and engage students in critical thinking through class readings and other materials.

### **Required Texts**

All required readings will be made available on HuskyCT.

## La Comunidad Intelectual Leadership Team

The 2021-2022 LCI Core Leadership Team is noted below. We are here to support you, please do not hesitate to contact us with questions, concerns, etc. about your success at UConn.

Dr. H. Kenny Nienhusser, Faculty Director, [Kenny.Nienhusser@uconn.edu](mailto:Kenny.Nienhusser@uconn.edu)

Vanessa Esquivel, Graduate Assistant, [Vanessa.Esquivel@uconn.edu](mailto:Vanessa.Esquivel@uconn.edu)

Catherina Villafuerte, Graduate Assistant, [Catherina.Villafuerte@uconn.edu](mailto:Catherina.Villafuerte@uconn.edu)

Danielle (Dani) Jorge, Floor Mentor, [Danielle.Jorge@uconn.edu](mailto:Danielle.Jorge@uconn.edu)

Jason Valverde, Floor Mentor, [Jason.Valverde@uconn.edu](mailto:Jason.Valverde@uconn.edu)

Emily Diaz, FYE Mentor, [Emily.2.Diaz@uconn.edu](mailto:Emily.2.Diaz@uconn.edu)

## Preparation and Participation

Students are expected to be actively engaged in all the weekly volunteer sessions. If it is necessary to miss a session, students should notify the instructor via email in advance of the session. Being prepared and participating is key to learning in this course since you are “learning by doing.” Active engagement includes being on time for the organized transportation, active engagement at the service learning sites, participation during guest lecturers, and interview workshops. Participation will account for 40% of students’ final grade.

## Email

There is an expectation that students check their student email address multiple times a week to receive updated information from the course instructor. This includes, but is not limited to, announcements, weekly assignments, changes to syllabus, supplemental readings, etc.

## Submission of Assignments

All assignments should be uploaded to HuskyCT under “Assignment Submission.” Turning in an assignment late, if accepted, may negatively impact your assignment grade.

## Grading

Assignment	Percentage of Final Course Grade
Weekly Participation in Service-Learning Assignment	40%
Grassroots Organizing Reflection	10%
Public Policy Reflection	10%
Interview Reflection	10%
“Gallery Learning” Presentation	30%

## Final Grade Breakdown

Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent
A	100.00-95.00	C+	79.99-77.00
A-	94.99-90.00	C	76.99-73.00
B+	89.99-87.00	C-	72.99-70.00
B	86.99-83.00	D	69.99-60.00
B-	82.99-80.00	F	59.99-0.00

Note: No grades of incomplete will be given unless there is an extreme emergency and there is written approval by the instructor.

## **Course Assignments**

### Reflections

Reflections should be in APA format, double-space for 2 pages maximum, 12-point Times New Roman font. Each Reflection is worth 10% of your grade and there is a total of 3: Grassroots Organizing, Public Policy, and Interview Reflection.

- Grassroots Organizing Reflection
  - The journal should address one of the following questions:
    1. What was your concept of community organizing before the speaker? Has your perception changed after hearing their presentation? How?
    2. Does your service-learning site grassroots organize? How? If they do not, could they? How would you recommend they integrate grassroots organizing into the organization?
- Public Policy Reflection
  - The journal should address one of the following questions:
    1. What was your understanding of public policy before the speaker? Has it changed after their presentation? How?
    2. How does your Service-Learning site intersect with public policy (e.g., laws, stake holders)? Is their approach effective?
- Interview Reflection
  - The journal should address one of the following questions:
    1. Who did you choose to interview? Why? What is their role in the organization? What role do they play in the organization?

### Gallery Walk Group Project Presentation

Students are expected to prepare a 15-minute presentation on a topic surrounding the theme of our course, “Empowering Latinx Communities through Service-Learning”. The Gallery Walk Group Project Presentation is worth 30% of students’ final grade.

The purpose of the assignment is to demonstrate knowledge on your specific site assignment and their role in the Latinx community at Willimantic. Students will be grouped into teams based on their site assignment and will work together to develop a presentation that will be showcased December 7<sup>th</sup> to their classmates, faculty, and invited Service-Learning site staff.

Questions to think about as students prepare for their Gallery walk might be: Why does their service-learning site address education, health, advocacy? How does the organization do this? How does this program effect Latinx community?

Presentation should be interactive and should be an opportunity for the rest of the class to participate through breakout groups, questions, and interactive activities.

To help groups successfully complete this assignment, please follow the schedule:

- By October 17<sup>th</sup>, each group should submit their presentation topic.
- By November 7<sup>th</sup>, groups should submit a brief description of the focus of their Gallery Walk Presentation and summary of each group member’s role and responsibility. What is

the focus within the topic area that the group will pursue? What will each group member contribute to the development of the assignment? Who each person in the group will interview for their presentation?

- By November 19<sup>th</sup>, students should submit a rough draft of their Gallery Walk presentation for feedback.
- On November 30<sup>th</sup>, group team members will have the class session to finalize their presentation.
- On December 7<sup>th</sup>, group members will present their Galley Walk Service-Learning Project.

### **Late Work**

All assignments must be submitted by the listed due date and via HuskyCT, unless otherwise noted. Please contact the FYE Mentor and Course Instructor in advance if you are having a problem with an assignment so they can best help. You can see them during their listed office hours or by appointment.

### **Changes to Syllabus**

There may be some occasions where there might be some modifications to the syllabus. If that is the case, the instructor will make sure to announce changes to the syllabus in class and/or email.

### **Use of Other Coursework in this Course**

You may not use coursework prepared for another class for this course unless you have received written permission from the instructor.

### **Diversity, Equity, and Inclusion**

As members of a community of learners we should embrace diversity in all its richly complex and multi-faceted forms, whether expressed through race and ethnicity, culture, political views, religious and spiritual beliefs, language and geographic characteristics, immigration status, gender, gender identities, sexual orientations, learning and physical abilities, age, social or economic classes, among others. This value is grounded in the University's statement regarding diversity and inclusion, which states in part: "The University is committed to a diverse and inclusive environment, where differences are welcomed and valued. As our communities and workplaces become increasingly more diverse, understanding the perspectives of individuals from a variety of backgrounds and experiences is an important requirement for working together in order to take full advantage of an inclusive community" (<https://diversity.uconn.edu/about>).

### **Academic Misconduct**

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism). (<https://community.uconn.edu/the-student-code-appendix-a/>)

### **Reasonable Accommodations**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486- 2020 or <http://csd.uconn.edu/>.

### **Absences From Class Due to Religious Observances**

Faculty and instructors are expected to reasonably accommodate individual religious practices unless

doing so would result in fundamental alteration of class objectives or undue hardship to the University's legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extracurricular activities that enrich their experience, support their scholarly development, and benefit the university community.

Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a [University](#) official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work. For conflicts with final examinations, students should contact the Dean of Students Office.

### **Policy Against Discrimination, Harassment, and Related Interpersonal Violence**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with [University](#) officials who can help. More information is available at <http://equity.uconn.edu> and <http://titleix.uconn.edu>.

### **Office of Emergency Management on Emergency Preparedness**

In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through <http://alert.uconn.edu>. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at <http://publicsafety.uconn.edu/emergency>

Spring 2021 Course Outline: Sessions, Topics, Readings, and Assignment Due Dates

Session	Date	Format	Topics and Special Guests	Reading(s) and/or Video(s)	
1	Aug. 31	3:30 p.m.- 5:30 p.m.  Werth Community Space	Topics: Overview of course theme, syllabus, and assignments. What is active citizenship?	Jochum, V., Dratten, B., & Wilding, K. (2005). Civil renewal and active citizenship. <i>London: New</i> . Pages 1-14. (Reading available on HuskyCT; please focus on reading the highlighted areas of article.)  <a href="https://video-alexanderstreet-com.ezproxy.lib.uconn.edu/watch/empowerment-and-social-justice-values-theory-and-action?context=channel-microtraining-associates-osf">https://video-alexanderstreet- com.ezproxy.lib.uconn.edu/watch/empowerment- and-social-justice-values-theory-and- action?context=channel-microtraining-associates- osf</a>	
2	Sept. 7	3:30 p.m.- 4:45 p.m.  Werth Community Space	Topic: Service-Learning Site Presentations	Phelan, J. C., & Link, B. G. (2015). Is racism a fundamental cause of inequalities in <i>health?</i> <i>Annual Review of Sociology</i> , 41, 311- 330.  Huber, L. P., Johnson, R. N., & Kohli, R. (2006). Naming racism: A conceptual look at internalized racism in US schools. <i>Chicano-Latino L. Rev.</i> , 26, 183.  Racist America Chapter 1 Systemic Racism: A Comprehensive Perspective	Note: Submit a short paragraph how you view the role of active citizenship in your life? Where and how would you engage in community?
3	Sept. 14	3:30 p.m.- 5:30 p.m.  Service Learning Site	Topic: Site Orientation	To Be Determined	Note: By Sunday September 12th, please submit your top choice for the Service- Learning placement. Please rank/list them in order from your favorite to least favorite.
4	Sept. 21	3:30 p.m.- 5:30 p.m.  Service Learning Site	Topic: Service	None	

5	Sept. 28	3:30 p.m. - 5:30 p.m.  Service Learning Site	Topic: Service	None	
6	Oct. 5	3:30 p.m. - 4:45 p.m.  Werth Community Space	Topic: Grassroots Organizing  Guest Presenter: TBD	To Be Determined	45-minute presentation by guest lecturer and 30-minute group discussion to their service-learning site experience to date. 1. What has been a challenge at the service-learning site? 2. What did I learn about the issue the service-learning site addresses that I did not know before? 3. What do I hope to accomplish during my placement?
7	Oct. 12	3:30 p.m. - 5:30 p.m.  Service Learning Site	Topic: Service		Note: Reflection on Community Organizing due Oct. 10. (1 <sup>st</sup> Reflection-10% of grade)
8	Oct. 19	3:30 p.m. - 5:30 p.m.  Service Learning Site	Topic: Service		Note: By October 17 <sup>th</sup> , each group should submit their presentation topic.
9	Oct. 26	3:30 p.m. - 4:45 p.m.  Werth Community Space	Topic: Public Policy and Civic Engagement  Guest Speaker: Coro Foundation	To Be Determined	<b>45 minute presentation by guest lecturer and 30 minutes group discussion on their Service-Learning site placement.</b>  How has my organization incorporated public policy? Civic engagement? Are there areas of concern? How does the organization tackle them? Who are the stakeholders? What are their roles?

10	Nov. 2	3:30 p.m. - 5:30 p.m.  Service Learning Site	Topic: Service	TBD: Interviewing Techniques	Note: By Sunday October 31st, Public Policy Reflection is due. (2 <sup>nd</sup> Reflection-10% of grade)
11	Nov. 9	3:30 p.m. - 5:30 p.m.  Service Learning Site	Topic: Service		Note: By Sunday Nov. 7th, please submit a document with the breakdown of each group members' roles and responsibilities in the group project. This should be a description of 2-3 sentences per group member.
12	Nov. 16	3:30 p.m. - 5:30 p.m.  Service Learning Site	Topic: Interview Site leaders: Each student interviews a current employer, client or volunteer at the Service-Learning site.		Note: Draft Outline of Gallery Learning Presentation due by Nov. 19 <sup>th</sup> .
13	Nov. 23		THANKSGIVING BREAK		
14	Nov. 30	3:30 p.m. - 4:45 p.m.  Werth Community Space	Topic: Group Work: Meet to work and discuss group project presentation.		Note: By Sunday Nov. 28 <sup>th</sup> , Interview Reflections due. (3 <sup>rd</sup> Reflection-10% of grade)
15	Dec. 7	3:30pm- 4:45pm  Werth Community Space	Final Service-Learning Community Presentations	None	"Gallery Learning" Presentation





## UNIV 3820 - Developing Career Connections

### Instructor Information:

Amanda Spada, Associate Director of BCLC & Alumni Relations, Storrs

Email: [Amanda.Spada@uconn.edu](mailto:Amanda.Spada@uconn.edu)

Phone: 860-486-5498

Office: Belden G-Floor (Storrs Campus)

Katherine Santos, Associate Director of BCLC & Alumni Relations, Stamford

Email: [katherine@uconn.edu](mailto:katherine@uconn.edu)

Phone: 203-251-8465

Office: 3.108 (Stamford Campus)

### Course Description:

Welcome to the Business Connections Learning Community (BCLC) Mentor Course! This course was designed to help prepare and connect BCLC sophomores (and select honors students) with alumni mentors in business who are committed to helping guide students as they pursue their career goals and strengthen their professional relationship building skills. Each student will be assigned an alumni mentor whom they will interact with at various points throughout the semester in a variety of ways. The course will help students gain valuable insight into what a mentoring relationship is, how to succeed in one, as well as how to maintain that valuable relationship in the future.

### To succeed in this course students must:

- Attend all meetings & be prepared to participate, converse, and ask questions
- Submit all assignments on time
- Communicate with their mentor frequently throughout the semester
- Be open minded and prepared for constructive feedback from your alumni mentor & instructor

### Course Objectives:

- Develop interpersonal and communication skills that will allow you to build your professional networks and enhance your networking skills
- Learn how to effectively manage your professional relationships beyond this course
- Learn how to effectively manage and position yourself in a professional setting
- Further develop a clear and concise resume and a clearer vision of your desired career field and potential employers
- Sharpen your interview skills

### Course Format & Meeting Schedule:

This course will be fully online for Fall 2021 – there are **three (3) mandatory** meetings which include:

1. Course Orientation – Choose **one (1)** to attend:
  - August 31st 5 - 6PM (Virtual) **OR** Sep 1st 5 - 6 pm (In-Person, School of Business Room 106, Storrs)
2. The Importance of Mentorship to Career Success Seminar
  - Date TBA
3. Mentor/Mentee Dinners -
  - All Dinners are from 6:30 - 8:00 pm with your alumni mentor
  - Your dinner location will be dependent on which mentor you are paired with. You'll receive this information later in the course to plan.
  - Transportation is provided - please see details below for commute time and arrange your schedule accordingly to attend.
  - If you need permission from your professor to miss class please email

[Amanda.Spada@uconn.edu](mailto:Amanda.Spada@uconn.edu) (Storrs) or [Katherine@uconn.edu](mailto:Katherine@uconn.edu) (Stamford) ASAP.

- Stamford - October 7th
  - Bus departs Storrs at 3pm | Returns 10:30 pm
  - Stamford BCLC students to arrive at restaurant by 6:30 pm
- New York City - October 12 **OR** 13
  - Bus departs Storrs at 2pm | Returns at midnight
  - Bus will pick up Stamford students at TBD
- Hartford - October 5th (This location is for Storrs students only)
  - Bus departs Storrs at 5:00 PM | Returns by 10pm
- Boston - October 19th (This location is for Storrs students only)
  - Bus departs Storrs at 3:30 pm | Returns 10:30 pm

### Course Requirements & Assignments:

<u>Category</u>	<u>Points</u>	<u>Details</u>
<b>Participation</b>	40	<ol style="list-style-type: none"> <li>1. Attend one (1) orientation session - 10 points</li> <li>2. Attend alumni mentor/mentee dinner - 15 points</li> <li>3. Attend Importance of Mentorship to Career Success seminar - 15 points</li> </ol> <p>Students should always come fully prepared to ask questions, interact, and participate in all three meetings</p>
<b>Assignments</b>	45	<ol style="list-style-type: none"> <li>1. Mentee Information Form found at <a href="http://s.uconn.edu/menteeinfo">s.uconn.edu/menteeinfo</a> - 10 points</li> <li>2. Reading 1 &amp; Reflection 1 on HuskyCT - 5 points</li> <li>3. Professional Introduction Email Assignment - 10 points</li> <li>4. SparkHire Interview - 15 Points</li> <li>5. Reading 2 &amp; Reflection 2 - 5 points</li> </ol>
<b>Mentor Feedback</b>	15	<ol style="list-style-type: none"> <li>1. <b>Quality of Interactions:</b> Alumni mentors are asked to provide feedback and award points on the <i>quality</i> of your interactions over the course of the semester - 10 points</li> <li>2. <b>Quantity of Interactions:</b> Student must contact their alumni mentor at least 3 times throughout the semester via email, phone call, or virtual meet up (this <b>does not</b> include the 1 required in person dinner meeting in October) - 5 points (Alumni mentors will report this information to instructor)</li> </ol>

### Grade Scale:

<b>A</b> = 94 – 100% Points = (94 – 100)	<b>B</b> = 84 – 87% Points = (84 – 87.9)	<b>C</b> = 74 – 77% Points = (74 – 77.9)	<b>D</b> = 64 – 67% Points = (64 – 67.9)
<b>A-</b> = 91 – 93% Points = (91– 93.9)	<b>B-</b> = 81 – 83% Points = (80 – 83.9)	<b>C-</b> = 71 – 73% Points = (71 – 73.9)	<b>D-</b> = 61 – 63% Points = (61 – 63.9)
<b>B+</b> = 88 – 90% Points = (88= – 90.9)	<b>C+</b> = 78 – 80% Points = (78 – 79.9)	<b>D+</b> = 68 – 70% Points = (68 – 70.9)	<b>F</b> = 0 – 60% Points = (0 – 60.9)

**Late Work:** For every day your work is submitted past the due date, the grade for that item is reduced by one letter grade.

### Class Outline

Week	Description	Due this week	Assigned
1 Aug 30 – Sep 3	<b>Attend Course Orientation this week</b> (Only 1 session- 8/31 (Virtual) <b>or</b> 9/1 (In-person 5-6, Storrs Room 106))		<ul style="list-style-type: none"> <li>Mentee Information Form - <a href="http://s.uconn.edu/menteeinfo">s.uconn.edu/menteeinfo</a></li> <li>Reading 1 &amp; Reflection 1</li> </ul> <p>*Both are accessible on HuskyCT</p>
2 Sep 6 - 10		<ul style="list-style-type: none"> <li>Mentee Information Form</li> <li>Reflection 1</li> </ul> <p><b>*Both due Tuesday, 9/7 @ 11:59pm on HuskyCT</b></p>	<ul style="list-style-type: none"> <li>Professional Introduction Email Assignment</li> </ul>
3 Sep 13 - 17	<b>Mentor/Mentee Assignments Announced via email from Amanda Spada &amp; Katherine Santos</b> Contact preparation begins		
4 Sep 20 -24		<ul style="list-style-type: none"> <li>Professional Introduction Email Assignment due <b>Mon. 9/20 @ 11:59pm on HuskyCT</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Once you receive feedback in Husky CT on your Professional Intro. Email Assignment - Initiate contact with mentor and include your resume</i></li> <li>SparkHire Interview Assignment</li> </ul>
5 Sep 27 – Oct 1	<b>Contact Mentors</b>		
6 Oct 4 - 8	<b>Dinners</b>	<ul style="list-style-type: none"> <li>SparHire Due on Monday, 10/4</li> </ul>	
7 Oct 11 – 15	<b>Dinners</b>		
8 Oct 18 – 22	<b>Dinners</b>		
9 Oct 25 - 29			<ul style="list-style-type: none"> <li>Reading 2 &amp; Reflection 2</li> </ul>
10 Nov 1 – 5	<b>Attend <i>The Importance of Mentorship to Career Success Seminar</i></b>		

11 Nov 8 – 12			
12 Nov 15 - 19	<b>Suggested week to touch base with mentors</b>	Reflection 2 <b>Due Mon. 11/15 @ 11:59pm on Husky CT</b>	
13 Nov 22 – 26	Thanksgiving Recess		
14 Nov 29 – Dec 3	<b>Suggested week to touch base with mentors</b>		
15 Dec 6 - 10	<b>Suggested week to touch base with mentors</b>		

**Course Policies:**

[Please click here for the Policy Against Discrimination, Harassment, and Related Interpersonal Violence: Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships](#)

*The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity (OIE). Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.*

*An exception to this reporting exists if students disclose information as a part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all Employees are encouraged to contact OIE if they become aware of information that suggests a safety risk to the University community or any member thereof. The University takes all reports with the utmost seriousness. More information, including resources and reporting options, is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).*

**Attendance** - *Grades depend on 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. Students should contact [Amanda.Spada@uconn.edu](mailto:Amanda.Spada@uconn.edu) with any questions or conflicts that may prevent them from attending any of the three mandatory in-person meetings. **\*\*This includes if you are exhibiting any symptoms of COVID-19. Please contact [SHaW-Medical Care](#) for support.\*\****

**Student Conduct Code** - Students are expected to conduct themselves in accordance with UConn's [Student Conduct Code](#).

**Academic Integrity Statement**— This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#).

**Students with Disabilities**—The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020, or <http://csd.uconn.edu/>.

**Final Exam** — There is no final exam for this course.

### **Software/Technology Requirements:**

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Zoom
- WebCam
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
  - You can test your internet speed quickly by Googling “Test Internet Speed” and click the blue button that says “run speed test”

**For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).**