



COURSE NUMBER: ENVE, ENVS, and EVST 3100

Course Title: **Climate Resilience and Adaptation: Municipal Policy and Planning**

Syllabus -- Fall 2024

Syllabus information and readings may be subject to change. The most up-to-date syllabus is located online within the course in Husky CT.

Course Title: Climate Resilience and Adaptation: Municipal Policy and Planning

Credits: 3

Format: In person

Class Time: T/TH 3:30 to 4:45 pm

Location: CAST 201

Instructors:

Owen Placido, M.S.

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Teaching Assistant:

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Office Hours: By appointment

Please reach out to us anytime. We strive to respond in 24 hours or less (usually much less!) We welcome questions, comments, suggestions, and discussions.

Your success in this class is important to us. We all need accommodations, because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let us know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

We encourage you to visit the Office of Disability Services to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center.

Course Materials

Proposed Draft 2025-2030 Connecticut Conservation and Development Policies Plan [Connecticut Conservation and Development Policies Plan \(arcgis.com\)](#)

Suggested Books (Not required): *Climate Change Adaptation. An Earth Institute Sustainability Primer* by Lisa Dale. Columbia University Press. Pub Date: July 2022. ISBN: 9780231552974

See what this is about if you'd like more information: *A New Coast. Strategies for Responding to Devastating Storms and Rising Seas* by Jeffrey Peterson. ISBN: 978-1-64283-012-5

Required readings are listed below for each week and will be uploaded to Husky CT as well as linked here.
Optional readings are noted as such.

***Note about this Syllabus:** This syllabus is a working document, and it may be revised based on your and my needs. Changes will be announced in advance in class and/or via Husky CT Announcements.

Course Description

Climate change is impacting every aspect of the world around us from rising seas to changing precipitation patterns. This class will be an interdisciplinary study of climate change focusing on the local, municipal scale: impacts, policy, vulnerability, and adaptation. We will examine strategies such as vulnerability assessments that help local communities determine priorities for adaptation efforts, and we will discuss what those efforts might entail, as well as roadblocks to moving forward.

Course Objectives

Understand changes and trends in the Earth's climate at the regional and local levels; identify clear indicators of climate change; determine geographic and functional impacts; discuss informed options for communities and formulate how to implement practical solutions.

Learn how to:

- Use indicators to explain how place-based environmental or social conditions respond to climate change over time.
- Look into how climate change impacts physical infrastructure and the natural environment both regionally and locally. Differentiate between how levels of government function and how land use decisions are made.
- From interdisciplinary perspectives, assess the vulnerability of natural and human systems at the regional, state, and municipal scale: break-down multiple exposures to climate impacts; classify adaptive capacity.
- Weigh the choices made by climate policy and evaluate the benefits/costs of programs at the federal, state, and local levels, including environmental justice. Effectively communicate the feasibility and benefits of climate adaptation.
- Design physical or systematic adaptations for nature and humanity to become more resilient to the impacts of climate change.

Special Assignments - we will talk more about these during class

- Mid-term assignment: 2–3-page, double spaced critical analysis of 2025-2030 Proposed Draft Connecticut C&D Plan (Due 10/01/24)
- Attend a municipal meeting and write a 2-page, double spaced paper on the issue(s), what was discussed, the outcome (if any) and your impressions of the meeting (Due October 31, 2024)
- Municipal Meeting Role Playing Exercise (will be explained during class) (12/05/24)
- Climate Adaptation and Resilience Project (Due 11/16/24)

Note: For written assignments due before class, the submission should be typed using 12-point font, double spaced. It must be uploaded to Husky CT by 3:30pm of the due date specified, unless. One point will be subtracted for each day a paper is late. Other assignments will specify if they are due at 11:59pm.

Class Meeting Schedule and Assignments

Week 1 August 27/29

READINGS for Week 1:

1. [5th National Climate Assessment: Front Matter](#)
 - a. "Startlement" by Ada Limon
 - b. About this report
2. [IPCC 6th Assessment Report on North America](#)
 - a. "Adaptation Options and Barriers"
3. Anthropocene: [Living in the Age of Humans](#) Produced by ESRI in collaboration with the Smithsonian Institution.
 - a. Part one "Living in the Age of Humans"
 - b. Part two "The Human Reach"

Additional Resources to check out:

- Visualizing climate change: [Earth Temperature Timeline](#) (take it in, scroll slowly) From XKCD
- Terminology: [U.S. EPA Glossary of Climate Change Terms](#)
- If you are interested in weekly updates/current events related to climate change, subscribe to Yale Climate Connections <https://www.yaleclimateconnections.org>

Week 1 August 27, 2024: Instructor Placido (Bertotti remote)

- Introduction to class, topics, and instructors
- In class Exercise – Introductions!
- Discussion: why do we open NCA5 with a poem?

Week 1 August 29, 2024, Instructor Placido (Bertotti remote)

- Terminology: mitigation, adaptation, resilience, etc.
- Priority climate *indicators* for New England (air temp, water temp, precipitation, sea level rise, pH, etc.)
- Climate change trends and evidence
- Discussion: what is the Anthropocene, and when did it begin?

ASSIGNMENT for Week 1: Due 08/29/2024

Before class on Thursday, respond to the questions about the readings from this week, found on Husky CT course page. Be ready to discuss in class. Submit online.

Week 2 September 3/5

READINGS for Week 2:

1. [5th National Climate Assessment: Northeast](#)
 - a. What are the biggest climate impacts New England will experience?
 - b. Have you experienced any of these in the past year?
2. [5th National Climate Assessment: Adaptation](#)
 - a. Introduction
 - b. Key Message 2
 - c. Key Message 6
3. [A healthy economy should be designed to thrive, not grow | Kate Raworth \(youtube.com\)](#)

Week 2 September 3, 2024, Instructor Placido

- Connecticut climate change impacts
- Motivations for adaptation and feeling empowered in resilience planning
- Discussion: Personal experiences
- Mini lesson: "readings"
- Introduce the municipal role-play assignment

Week 2 September 5, 2024, Instructor Bertotti

- Climate Communications
- Role of policy and money
- Economists' viewpoints - continued growth, sustainable growth, steady state
- Using the municipal role-play assignment as a frame for the semester

ASSIGNMENT for Week 2: Due 09/05/2024

Before class on Thursday, respond to the questions about the readings from this week, found on Husky CT course page. Be ready to discuss in class. Submit online.

Week 3 September 10/12

READINGS for Week 3:

1. State of CT 2025-2030 Draft C&D Plan [Connecticut Conservation and Development Policies Plan \(arcgis.com\)](#)
2. Read through the Five Steps to Resilience website: [NOAA's Climate Change and Extreme Weather Vulnerability Framework](#).
3. 5th National Climate Assessment [Ch. 9 Coastal Effects](#)

Week 3 September 10, 2024, Instructor Bertotti

- Impacts to/or caused by land use
- Responses to climate change
- Municipal responses to climate change challenges
- Response to sea level rise, flooding, storm surge and other climate related events.

Week 3 September 12, 2024, Guest Lecturer from CT Office of Responsible Growth / Office of Policy and Management / Bertotti

- Rebecca Augur, AICP, Policy Development Coordinator at Office of Responsible Growth to discuss the proposed Draft of the next CT Conservation and Development Plan
- Midterm assignment explained

ASSIGNMENT for Week 3: Due 09/10/2024

Written Assignment Due September 10th, 2024

Briefly summarize the premise or findings of your preferred source discussing the 'steady state', 'donut' or 'circular' economy. Provide chosen article title/author/source. Describe at least one specific climate adaptation policy or project that we could do today which would be consistent with the 'donut' or 'circular' economy and assuming high (and potentially rising) costs of adaptation as described in Key Message 6 of the 5th National Climate Assessment. Write a one-to-two-page, double spaced paper for this assignment.

Upload pdf or word doc to HuskyCT by 3:30pm on September 10th, 2024.

Before class on Thursday 09/12/2024, familiarize yourself with 2025-2030 CT proposed C&D website contents [Connecticut Conservation and Development Policies Plan \(arcgis.com\)](https://arcgis.com).

Week 4 September 17/19

READINGS for Week 4:

1. Look at the following 2 documents; one is the Natural Hazard Mitigation Plan for Old Saybrook and Borough of Fenwick, CT and the other is the Coastal Resilience Report that was recently developed for Stonington, CT:
 - a. [Old Saybrook & Fenwick CT FEMA Approved Hazard Mitigation Plan Update 10-02-2019 | oldsaybrookct](#) Prepared by GZA GeoEnvironmental, Inc.
 - b. [Town of Stonington, CT Coastal Resilience Report](#), August 2017
2. Watch ["Rising Tides - Understanding Sea level rise,"](#) ["Greenland Ice Sheet – Three Futures,"](#) and ["Sea Level Rise Accelerates Over Time"](#)
3. Viacrelli et al. (2024) "On the cost-effectiveness of Nature-based Solutions for reducing disaster risk" Science of the Total Environment, DOI: <https://doi.org/10.1016/j.scitotenv.2024.174524>

Week 4 September 17, 2024, Instructor Bertotti

- Vulnerability assessments: introduction
- Local Plans and Programs related to climate change, disaster preparedness (Natural Hazard Mitigation Plans; FEMA, NFIP, CRS)
- In class pre-midterm – discussion

Week 4 September 19, 2024, Instructors Placido

- Sea level rise (continued); Environmental Solutions (Gray to Green Continuum)
- Response to sea level rise, flooding, storm surge and other climate related events.
- Nature based approaches/examples and a rationale for their efficacy
- Discussion: Sea level rise viewers – how do they communicate the future with us?

ASSIGNMENT for Week 4: Due 09/19/2024

Before class on Thursday, respond to the questions about the readings and submit online.

Week 5 September 24/26

READINGS for Week 5:

1. Boyer, MA, Meinzer, M and Bilich A. (2016) "The Climate Adaptation Imperative: Local Choices Targeting Global Problems?" Local Environment, DOI: 10.1080/13549839.2016.1160372
2. [5th National Climate Assessment: Chapter 15](#)
3. Chandra, Shekhar. "Are parts of India becoming too hot for humans?" CNN, July 4, 2019. Accessed July 22, 2019. <https://www.cnn.com/2019/07/03/asia/india-heat-wave-survival-hnk-intl/index.html>
4. Willox, A.C., Harper, S.L., Ford, J.D., Landman, K., Houle, K., Edge, V. L., Rigolet Inuit Community Govt. (2012) "'From this place and of this place:' Climate change, sense of place, and health in Nunatsiavut, Canada" Social Science and Medicine, DOI: 10.1016/j.socscimed.2012.03.043

Week 5 September 24, 2024, Instructor Bertotti

- Climate policy: Roles/responsibilities at federal, state, and local levels
- Politics of climate adaptation in Connecticut and the major players in the CT climate scene

Week 5 September 26, 2024, Instructor Placido

- Environmental-human Health and Climate Change
- Discussion: Losing 'place' to climate change
- Introduce roll playing game assignment, especially the town meeting portion of the assignment

ASSIGNMENT for Week 5: Due 09/26/2024

Before class Thursday, respond to the questions about the readings from this week, found on Husky CT course page. Be ready to discuss in class. Submit online.

Week 6 October 1/3

READINGS for Week 6:

1. [NOAA Coastal Adaptation Planning Guide: Five Steps for Beginners](#)
 - a. Read **chapter 3**, "Assess Vulnerability"
2. Look at the following websites:
 - a. [Sustainable CT website](#) (vulnerability assessment),
 - b. Sustainable CT Actions – [see 5.4 Assess Climate Vulnerability](#)

Week 6 Oct 1, 2024, Instructor: Bertotti

- **Midterm Project – Due by 3:30 pm on October 1, 2024**
- **Class discussion about each scenario in the midterm assignment. Students present their responses and critiques in a group. A mini presentation from each discussion group on their thoughts/findings.**

Week 6 Oct 3, 2024, Instructor: Bertotti

- Vulnerability assessments
- Climate Adaptation and Resilience Plan Final Project Explained - Discussion/Rubric/Teams (Bertotti)

ASSIGNMENT for Week 6:

Midterm due by 3:30 on 10/1/2024

Week 7 October 8/10

READINGS for Week 7:

1. Land Use: Wilson, E., C. Arnold, J. Volin. Connecticut's Changing Landscape Story Map. UConn CLEAR. [Connecticut's Changing Landscape Story Map](#)
2. Flooding: Patterson, Thom. "[How Houston's layout may have made its flooding worse.](#)" CNN. August 31, 2017. Accessed July 26, 2018.
3. Grabowski, Z. [UConn Extension Factsheet: What Causes Flooding?](#)

Week 7 October 8, 2024, Instructor Michael Dietz

Land use trends and climate implications

- Connecticut's Changing Landscape results, stormwater, carbon sequestration, heat islands
- Precipitation, stormwater and flooding (*National to local scale*)

Week 7 Oct 10, 2024, Instructor: Mary Looney

- Municipal Stormwater Permit and Stormwater Utilities as a Mitigation Tool
- Marketing a Stormwater Utility exercise

ASSIGNMENT for Week 7:

Review the municipal staff interview documents and discuss as a group during class. If any teams would like to schedule a time to meet virtually with instructors to report on the status, discuss, and or ask questions, email renata.bertotti@uconn.edu or owen.placido@uconn.edu

Before class on Thursday, please respond to the week 7 reading questions. Submit them on the Husky CT page by 3:30 pm on Thursday, October 10th.

Week 8 October 15/17

READINGS for Week 8:

1. [How climate change is forcing cities to rebuild stormwater systems](#) (NPR podcast, 12 min)
2. Sim, R. (2021). *Health and Stormwater Equity*. Stormwater Solutions. <https://www.stormwater.com/green-infrastructure/article/21205218/2102sw-health-and-stormwater-equity-print>
3. Campoy, A. and D. Yanofsky. "Houston's flooding shows what happens when you ignore science and let developers run rampant." August 29, 2017. *Quartz*. Accessed Sept 8, 2017. <https://qz.com/1064364/hurricane-harvey-houstons-flooding-made-worse-by-unchecked-urban-development-and-wetland-destruction/>
4. Herriges, D. "Houston isn't Flooded because of its Land Use Planning. August 30, 2017. *Strong Towns*. Accessed Sept 8, 2017. <https://www.strongtowns.org/journal/2017/8/30/houston-hurricane-harvey-land-use>
5. Collins, D. "Could Coastal Mansions Become Eligible for Disaster Aid." Associated Press. July 21, 2019. Accessed July 23, 2019. <https://www.apnews.com/153457894bb849e6b643ddb908371060>

Week 8 Oct 15, 2024, Instructor Bertotti/Placido

- Land Use Planning in Connecticut

- Land use in the floodplain
- Class discussion: who is eligible for disaster aid?
- Mini lesson: writing, and CARP projects Climate vulnerability assessment and resilience plan project: group check ins

Week 8 October 17, 2024, Field trip on UConn campus – RAIN or SHINE

- LID campus tour with a climate change focus

ASSIGNMENT for Week 8:

Respond to week 8 reading questions by 3:30 pm on Thursday, October 17th, 2024

Week 9 October 22/24

READINGS for Week 9:

1. Beeman, Anna. Environmental Law Institute Climate Change and Sustainability Blog. Climate Gentrification and Resilience Planning: What is at stake for at-risk communities? Sept 18, 2019. Accessed Aug 5, 2021. <https://www.eli.org/vibrant-environment-blog/climate-gentrification-and-resilience-planning-what-stake-risk-communities>
2. Flavelle, C. A Climate Plan in Texas focuses on Minorities. Not Everyone Likes It. *The New York Times*. July 24, 2020. Accessed August 26, 2020. Access on HuskyCT course site; use alternative format download
3. Plumber, B., N. Popovich and M. Renaul. How Racist Urban Planning Left Some Neighborhoods to Swelter. *New York Times*. August 26, 2020. Accessed August 27, 2020. https://www.nytimes.com/2020/08/26/climate/racist-urban-planning.html?campaign_id=54&emc=edit_clim_20200826&instance_id=21626&nl=climate-fwd%3A®i_id=62354999&segment_id=36955&te=1&user_id=12038ec9a34f825a3f2b121b85444b00
4. Flavelle, C. U.S. Flood Strategy Shifts to "Unavoidable" Relocation of Entire Neighborhoods. *New York Times*. August 27, 2020. Accessed August 27, 2020. Access on HuskyCT course site; use alternative format download

Week 9 Oct 22, 2024, Climate Equity Instructor: Placido

- History at play in these readings
- Class discussion: equity and environmental justice
- ☞ Class time to work on the CARP

Week 9 Oct 24, 2024, Guest lecture from NVCOG: Christine O'Neil, NVCOG

- COGs and Municipal govt structure
- Waste management issue in CT
- More class time group work

ASSIGNMENT for Week 9:

Work on Climate Adaptation and Resilience Project. Due: draft CVA and CVA spreadsheet uploaded by each group to Husky CT by 11:59 pm Oct 25, 2024

Week 10 October 29/31

READINGS for Week 10:

1. [AFT Planning-For-Agriculture-CT-Guide 2016 Final.pdf \(uconn.edu\)](#)
2. Look through the following websites:
 - a. [FEMA Community Rating System](#)
 - b. [A local official's guide to the Community Rating System](#)
 - c. [FEMA National Flood Insurance Program](#)
 - d. Look at the FEMA [Flood Maps](#) Is your home, apartment, relative/friend's house in a flood zone?

Week 10 Oct 29, 2024, Instructor: Bertotti/Placido

- Agriculture and climate adaptation, land use decisions on farmland
- Mini lesson: presentation skills and PowerPoint resources
- CVA and CARP Exercise – class time for work and instructor feedback

Week 10 October 31, 2024, Guest lecture Randy Mendes, Brownfields Corps

ASSIGNMENT for Week 10:

Due 10/31/2024: Municipal Meeting write-up is due by 3:30pm

Due 11/1/2024: Draft CARP uploaded to Husky CT by each group, by 11:59 pm Nov 1st, 2024

Week 11 November 5/7

READINGS for Week 11:

1. Take the Six Americas quiz and come prepared to discuss: <https://climatecommunication.yale.edu/about/projects/global-warmings-six-americas/>
2. [Motivation and Climate Change: A Review](#) Brick et al. 2021
3. Watch the legal issues and flood resilience video at: <https://climate.uconn.edu/tools-assistance/training-modules/legal-and-flood/>

Optional Readings:

- Connecticut Legal Fact sheets:
 - Takings and Coastal Management [Takings fact sheet FINALkb.pdf](#)
 - Property and Permitting Boundaries at the Shorelines [Beach Nourishment and Property Lines fact sheet FINALkb.pdf](#)
 - Governmental Tort Liability for Disclosure of Flood Hazard Information [Government Liability fact sheet FINALkb.pdf](#)
 - Flood and Erosion Control Structures [Flood and Erosion Control Fact Sheet FINALkb.pdf](#)
- Thompson, O., J. Bingaman, and R. Porter. 2019. "Responding to Nuisance Flooding of Coastal Highways: Responses for Municipalities". UConn Climate Adaptation Academy Fact Sheet #5.

Week 11 November 5, 2024, Instructor: Jane Stahl, JD

- Legal aspects of climate adaptation in Connecticut

Week 11 Nov 7, 2024, Instructor: Bertotti/Placido

- Role Playing exercise – class time for character development and discussion
- CVA and CARP Exercise – class time for discussion

ASSIGNMENT for Week 11:

Due 11/08/2024: Each group will upload to husky CT the draft of their relocation plan and social impacts analysis by 11:59 pm Nov 8th, 2024

Week 12 November 12/14

READINGS for Week 12:

1. Marlon, J.R., Rosenthal, S., Feinberg, G., Pal, S. and Leiserowitz, A. (2015). Hurricane Attitudes of Coastal Connecticut Residents: A Segmentation Analysis. June 29, 2015. Yale University. New Haven, CT: Yale Project on Climate Change Communication
<http://climatecommunication.yale.edu/publications/coastal-ct-hurricane-segments/>
2. Pre-readings for Nancy Balcom's 11/12/24 lecture (pdfs can be found in the week 12 content folder)
 - Recent Trends in Tropical Cyclone Fatalities in the United States
 - Fatalities in the United States Indirectly Associated with Atlantic Tropical Cyclones by Edward N. Rappaport and B. Wayne Blanchard
 - Fatalities in the United States from Atlantic Tropical Cyclones by Edward N. Rappaport

Week 12 November 12, 2024, Nancy Balcom

- Coastal Storm/Flood Disaster and Emergency Preparedness (Coastal Storm Awareness Program)

Week 12 November 14, 2024, Instructor Juliana Barrett

- Adaptation examples - a promising future
- Motivations for adaptation and feeling empowered in resilience planning
- How the Climate Corps assists towns (projects from previous students)
- Community buy-in for adaptation, resilient communities
- Think about how this connects to group projects

ASSIGNMENT for week 12:

Due 11/19/24: Final team project on CVA and CARP, and Presentation due. One group member please upload pdf or word doc to Husky CT by 3:30 pm on November 19, 2024.

Week 13 November 19/21

NO READINGS

Week 13 Nov 19, 2024, Instructor Bertotti CARP project

- CVA/CARP team presentations

Week 13 Nov 21, 2024, Instructor Bertotti CARP project

- CVA/CARP team presentations

Assignment: Due 11/21/24 or 12/03/2024

Submit your draft character development write-up to Husky CT on **11/21/2024 *if you would like feedback.*** If not, **please submit your character development write-up by 12/03/2024 at 3:30 pm.**

Week 14 November 26/28: THANKSGIVING BREAK

Week 15 Dec 3/5

NO READINGS

Week 15 December 3, 2024, Instructor Placido

- Role Play Exercise

Week 15 December 5, 2024, Instructor Placido/Bertotti

- Role Play Exercise Wrap up and debrief.
- Out of the box climate adaptation thinking – there is hope!

ASSIGNMENT for Week 15: Due 12/03/24

Role playing exercise: Write a 2-page, double spaced paper on your character's position for role playing exercise **for those testifying** explaining why you are taking this position. Research background information for your position. **Upload pdf or word doc to HuskyCT by 3:30pm on 12/03/24**

For Town Council or Press, please submit your vote reasoning or press article by 5:00 pm on 12/05/2024.

Course Grading and Requirements

Summary of Course Grading:

Midterm project: 20%

CVA/CARP: 25%

Municipal Role-Play Assignments: 25%

Reading questions: 10%

Class participation: 20%

TOTAL = 100%

***CVA/CARP Project includes:**

- 1) Team Spreadsheet (5 points)
- 2) Final Project (70 points)
- 3) Final Presentation (20 points)
- 4) Individual Evaluation from Team (5 points)

Total = 100 points

****Municipal Role-Play Assignments include:**

- 1) Municipal Meeting Paper (25 points)

- 2) Role playing character development biography (25 points)
 - 3) Role playing public hearing position paper/article (50 points)
- Total = 100 points

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the Syllabus. Deadlines are based on Eastern Time unless otherwise specified. *We reserve the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy - one point will be deducted for each day that an assignment is late.

Feedback and Grades

We will make every effort to provide feedback and grades by one week after the due date. To keep track of your performance in the course, refer to My Grades in Husky CT.

Weekly Time Commitment

You should expect to dedicate 9 hours a week, outside of class time, to this course. This expectation is based on the various course activities, assignments, and assessments and the [University of Connecticut's policy regarding credit hours](#). (More information related to hours per week per credit can be accessed at the [Online Student website](#)).

How to Succeed in this Course

All students can succeed in this course and we are here to help you along the way. Many of the students who have taken this course, have gone on to graduate school and professional positions pertaining to climate change. However, whether or not you go into a career having to do with climate change, our hope is that you are able to incorporate climate change into your daily life and decisions that you make. Please do not hesitate to ask questions or request office hours. All questions are important here.

Success in this course program depends heavily on your personal health and well-being. We recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. We strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to us about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, we strongly encourage you to contact the many other support services on campus that stand ready to assist you.

Student Resources:

[Dean of Students Office](#)

[Academic Achievement Center](#)

[Writing Center](#)

Student Responsibilities and Resources

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 [policies](#) which include:

- [Absences from Final Examinations](#)
- [Class Attendance](#)
- [Credit Hour](#)
- [People with Disabilities, Policy Statement](#)
- [Discrimination, Harassment and Related Interpersonal Violence, Policy Against](#)
- [The Student Code](#)
- [Academic Misconduct Procedures for Instructors](#)

Academic Integrity

Effective August 28, 2023 UConn has revised its Academic Integrity policy for Graduate and Undergraduate Students to ensure compliance with current regulations and best practices. This revision reflects our ongoing commitment to providing an inclusive and equitable learning environment for all our students.

The updated policy can be accessed on the [Policy website](#) and contains the specific changes and additions that have been made.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) office. Through this office, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705 for services or questions.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

Effective July 11, 2023, UConn approved the [Policy Against Discrimination, Harassment, and Related Interpersonal Violence](#). This policy includes sexual and gender-based harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, complicity, retaliation and inappropriate amorous relationships and applies to students,

employees, contractors, vendors, visitors, guests and other third parties.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

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 extra-curricular 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. Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

From the Center for 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/>.

From the 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/>.