Common Curriculum Committee+ (CCC+)
Chair: Pamela Bedore
Program Support: Karen Piantek McDermott
Annual Report to the Senate
4/29/2024

Executive Summary

AY 2023-24 is year 2 of 3 in the transition from the General Education (GE) curriculum to the Common Curriculum for Leadership and Global Citizenship (CC), which will launch in Fall 2025. The members of the CCC+, the faculty navigators, and the faculty assessment fellow have worked with faculty, staff, and students across the University and across campuses to build a strong foundation for the final transitional year in AY 2024-25.

The CCC+ has made substantial progress or completely met all of its goals for this academic year and has also tackled several additional issues. With excellent faculty assessment fellows and faculty navigators in place for AY 2024-25, all appears to be in order for the launch of CC in Fall 2025.

This report covers: 1) progress on the goals set for 2023-24, 2) additional issues addressed or actions taken by the committee; 3) a preview of Senate by-law changes possibly to come from the CCC+ in AY 2024-25, and 4) a list of some of the 100+ amazing people who have made possible this work.

Goals for CCC+

In a report to the Senate on 9/11/2023, the CCC+ listed its goals for the year as follows:

1. Complete the **course migration** of the 694 GE courses (Content Area and E) to the Common Curriculum (CC);
2. Encourage the development of **many new CC courses**, partly through the Provost's CC Development Grants;
3. Encourage and oversee the **revision of many courses** for inclusion in the CC, partly through the Provost's CC Revision Grants;
4. Produce **a report of course capacity by Topic of Inquiry (TOI)**, including a breakdown by regional campus, for presentation at the Senate in October 2024;
5. Produce a process for the development and approval of **Themes**;
6. Work with the Office of Program Assessment to create a more engaged culture of **Assessment** as well as a specific assessment plan for the CC;
7. Work with CETL to continue nurturing a culture of **Accessibility** through the course design process as well as the syllabus review process;
8. Deliver **faculty development workshops** as needed;
9. Continue to **communicate regularly** with all identified stakeholder; and
10. **Maintain the current General Education (GE)** curriculum by reviewing all added, revised, and deleted courses.

Additional Issues and Actions

Over the course of the year, the CCC+ also discussed and in some cases took action on:

1. Revision of Quantitative Competency (Q) Criteria
2. New Student Learning Objectives (SLOs) for Competencies
3. Regional campus considerations
4. Additional/specific requirements of schools and colleges
5. Changes to the CAR system
6. Student Learning Objectives in the catalog
7. "Common Curriculum" in the catalog
8. The generic transfer general education course list
9. Information, Digital, and Media Literacy (IDML) and Dialogue competencies

Potential By-law Changes for AY 2024-25:

In preparing for AY 2024-25, the CCC+ anticipates the possibility of by-law change proposals regarding the following issues currently under discussion:

1. Course reserve caps for 1000-level GE/CC courses
2. Block transfer proposal
3. CCC membership

PROGRESS ON GOALS

1. Course Migration

In Spring 2023, the CCC+'s Streamlining subcommittee designed a course migration progress for the approximately 700 courses approved for Content Area and E designations. This process did not require Course Action Request (CAR) forms and instead provided each unit that offers CA or E courses with a spreadsheet of all courses taught by that unit. The unit was to submit the spreadsheet along with syllabi that clearly indicate the courses fulfill the learning objectives of the new TOIs by 11/1/2023.

Any courses needing catalog changes would require a CAR that could be submitted at the college level by 9/1/2024 (to receive full approval in time for the catalog deadline of 2/5/25 for AY 2025-26).

The course migration process represents hundreds of hours of work by faculty navigators as well as faculty throughout the University who assessed courses and revised syllabi to align existing courses to the new TOI student learning objectives.

Faculty navigators worked with several of the 70 units migrating courses in:
- filling out their course migration spreadsheets;
- revising their syllabi with attention to student learning objectives and the alignment of those objectives to assignments;
- organizing departmental workshops on course migration;
- facilitating meetings between departments about cross-listed courses and their transition to CC;
- working with faculty to identify existing courses that could transition to CC (especially TOI-1); and
- working with faculty to identify ideas for new CC courses (especially TOI-1).

The CCC+ and faculty navigators provided extensive assistance to proposers, including:
- documentation available on the website;
- several online workshops on various stages of the process;
- department-level course migration workshops; and
- individual consultation on syllabus revision.

In preparation for the course review process that is usually CCC's main task, the committee discussed processes, developed new guidelines, and had four faculty navigators preview all syllabi to ensure that they had essential components before they were sent to subcommittees.

CCC+'s subcommittees rose to the challenge of course review this academic year, with each of the subcommittees making significant progress on their dockets. Course transition spreadsheets were due to CCC+ by 11/1/2023, so it should be noted that review did not get underway in earnest until mid-Fall. Review began slowly as subcommittees wrangled members and established procedures for processing

the avalanche of courses, but the numbers below are a testament to their success in these endeavors.

Subcommittees with less than 100 courses (TOI-1, TOI-4, TOI-6, and Q) largely finished their review with the exception of a few proposals that are awaiting requested revisions. Meanwhile, subcommittees with more than 100 courses (TOI-2, TOI-3, and TOI-5) made impressive progress and faculty navigators will continue the review work into the summer.

Table 1. Subcommittee Review Progress

	TOI-1	**TOI-2**	**TOI-3**	**TOI-4**	**TOI-5**	**TOI-6**	**Q**	**W**
Approved	28	76	34	62	55	45	17	57
Still Under Review	17	46	29	10	51	18	1	23
Remaining	3	128	114	5	54	9	3	56

*Note: Courses approved include those submitted by CAR form as well. Courses "Still Under Review" and "Remaining" are Direct Transitions only.

Existing Courses Approved for Topics of Inquiry (TOIs)

The courses below have been approved to transition to TOIs under the new Common Curriculum as of the 4/1/2024 Senate Meeting.

As the numbers in Table 1 suggest, far more courses have been approved than what is represented below in Table 2, but it should be remembered that for a course to be considered "fully approved," it must have all TOI designations approved as well as all competency designations (W or Q). In the case of most courses then, this means lining up at least two or three separate approvals from various subcommittees. Therefore, a significant number of courses are currently partially approved and awaiting their other designations to catch up to them before they can move on. In many cases, these courses are also seeking the TOIs that have the largest number of courses to review (TOI-2, TOI-3, and TOI-5).

In Summer 2024, faculty navigators will work in teams to process many of the remaining TOI-2, TOI-3, and TOI-5 course proposals. CCC+ expects to see most remaining course proposals moving forward to Senate C&C and full Senate for approval in Fall 2025.

For the most up-to-date lists moving forward, please see either the Registrar's Catalog Changes website (Select the report for "GEOC/Common Curriculum Courses" and sort as desired) or the approval list under our "Resources" tab on the Common Curriculum website.

Courses Fully Approved for the Common Curriculum as of 4/1/2024

Course Number	Title and TOIs
AH 2330/5330	Italy's Mediterranean Food and Our Health [CA4-I to TOI-2]
AMST 1201	Introduction to American Studies [CA4 to TOI-2, TOI-3]
AMST 1700	Honors Core: American Landscapes [CA1 to TOI-2, TOI-4]

ANSC/NUSC 1645	The Science of Food [CA3 to TOI-6]
ANTH 1000/W	Peoples and Cultures of the World [CA2, CA4-I to TOI-2, TOI-5]
ANTH 2600	Honors Core: Microscopy in Applied Archaeobotany Research [CA3L to TOI-6L]
ANTH 3150W	Migration [CA4 to TOI-2, TOI-3]
ARE 1150	Principles of Applied and Resource Economics [CA2 to TOI-5]
ART 1000	Art Appreciation [CA1 to TOI-1, TOI-2]
ARTH 1141	From Sun Gods to Lowriders: Introduction to Latin American Art [CA1, CA4-I to TOI-2, TOI-3]
ARTH 2222	Race, Gender, Sexuality, and the Power of Looking [CA1, CA4 to TOI-2, TOI-3]
BIOL 1102	Foundations of Biology [CA3L to TOI-6L]
BIOL 1108	Principles of Biology II [CA3L to TOI-6L]
BIOL 1110	Introduction to Botany [CA3L to TOI-6L]
CAMS 1103	Classical Mythology [CA1 to TOI-2]
COGS 2201	Foundations of Cognitive Science [CA3 to TOI-6]
COMM 1000	The Process of Communication [CA2 to TOI-2, TOI-5]
DMD 2020	Design Thinking [CA1 to TOI-1]
EDCI 1100	If You Love It, Teach It [CA2 to TOI-5]
EDLR 2001	Contemporary Social Issues in Sport [CA4 to TOI-3]
EEB 2100E	Global Change Ecology [CA3, EL to TOI-4, TOI-6]
EEB 2202	Evolution and Human Diversity [CA3, CA4I to TOI-6]
EEB 2208E	Introduction to Conservation Biology [CA3, EL to TOI-4, TOI-6]
EEB 2222E	Plants in a Changing World [CA3, EL to TOI-4, TOI-6]
EEB 2250	Introduction to Plant Physiology [CA3 to TOI-6]
ENGL 1401	Horror [CA1 to TOI-1, TOI-2]
ENGL 2055WE	Writing, Rhetoric, and Environment [EL to TOI-1, TOI-4]
ENGL 2405	Drama [CA1 to TOI-1, TOI-2]
ENGL 2409	The Modern Novel [CA1 to TOI-1, TOI-2]
ENGL 2635E	Literature and the Environment [CA1, EL to TOI-4, TOI-5]
ENVE 1000E	Environmental Sustainability [CA2, EL to TOI-4, TOI-5]
EPSY 1450W	Mind, Body, Health [CA2, W to TOI-1, TOI-3]
EPSY 1830	Critical and Creative Thinking in the Movies [CA2 to TOI-1]
EPSY 2810	Creativity: Debunking Myths and Enhancing Innovation [CA2 to TOI-1]
ERTH 1000E	The Human Epoch: Living in the Anthropocene [CA3, EL to TOI-4, TOI-6]
ERTH 1055	Geoscience and the American Landscape [CA3 to TOI-6]
ERTH 2800	Our Evolving Atmosphere [CA3 to TOI-4, TOI-6]
ERTH/GEOG 1070	Natural Disasters and Environmental Change [CA3 to TOI-4, TOI-6]
ERTH/GEOG 2310E	Creating and Sustaining National Parks [EL to TOI-4]
EVST 1000E	Introduction to Environmental Studies [CA2, EL to TOI-4, TOI-5]
GEOG 3350E	Global Change, Local Action: A Geography of Environmentalism [EL to TOI-4]

HDFS 1060	Close Relationships Across the Lifespan [CA2 to TOI-5]
HDFS 1070	Individual and Family Development (CA2 to TOI-5]
HDFS 2142E	Exploring Conservation and Sustainability with Preschoolers [CA2, EL to TOI-4]
HDFS 3540	Child Welfare, Law and Social Policy [CA2 to TOI-5]
HDFS/DMD 2620	Human Development, Digital Media, and Technology [CA2, CA4 to TOI-5]
HIST/AMST 3542E	New England Environmental History [EL to TOI-2, TOI-4]
JOUR 3046E	Environmental Journalism [EL to TOI-4]
KINS 2227	Exercise Prescription [CA3 to TOI-6]
MARN 1002E/1003E	Introduction to Oceanography [CA3/L, EL to TOI-4, TOI-6/L]
MARN 2801WE	Marine Sciences and Society [EL to TOI-4]
MAST 2300E	Marine Environmental Policy [EL to TOI-4, TOI-5]
MAST/HIST 2210E	History of the Ocean [CA1, EL to TOI-2, TOI-4]
MAST/HIST/LLAS 2507	New England and the Caribbean Plantation Complex, 1650-1900 [CA1, CA4 to TOI-2, TOI-5]
MAST/POLS 2460E	Maritime Politics [CA2, EL to TOI-4, TOI-5]
NRE 1000E	Environmental Science [CA3, EL to TOI-4, TOI-6]
NRE 2215E	Introduction to Water Resources [EL to TOI-4]
NRE 3245E	Environmental Law [EL to TOI-4]
NUSC 1165	Fundamentals of Nutrition [CA3 to TOI-6]
NUSC 1167	Food, Culture, and Society [CA4INT to TOI-2]
NUSC/AH 1030	Interdisciplinary Approach to Obesity Prevention [CA3 to TOI-6]
PATH 1100E	One Health: People, Animals, Plants, and the Environment [CA3, EL to TOI-4, TOI-6]
PHIL 1101	Problems of Philosophy [CA1 to TOI-5]
PHIL 1103	Philosophical Classics [CA1 to TOI-2, TOI-5]
PHIL 1106	Non-western and Comparative Philosophy [CA1, CA4-I to TOI-2, TOI-5]
PHIL 1107	Philosophy and Gender [CA1, CA4 to TOI-3, TOI-5]
PHIL 1108E	Environmental Philosophy [CA1, EL to TOI-4]
PHIL 1109	Global Existentialism [CA1, CA4INT to TOI-2, TOI-5]
PHIL 1175	Ethical Issues in Health Care [CA1 to TOI-5]
PHIL 2410	Know Thyself [CA1 to TOI-5]
PHIL 3212E	Philosophy and Global Climate Change [EL to TOI-4]
PHIL 3216E/W	Environmental Ethics [EL to TOI-4, TOI-5]
POLS 1002	Introduction to Political Theory [CA1 to TOI-5]
POLS 1202	Introduction to Comparative Politics [CA2, CA4-I to TOI-2, TOI-5]
POLS 3208W	Politics of Oil [CA2 to TOI-4, TOI-5]
PSYC 1100	General Psychology I [CA3 to TOI-6]

PSYC 3104E	Environmental Psychology [EL to TOI-4]
SPSS 1150/W	Agricultural Technology and Society [CA3 to TOI-2, TOI-5]
SPSS 2500E	Principles and Concepts of Agroecology [EL to TOI-4]
WGSS 2217	Women, Gender, and Film [CA1, CA4 to TOI-1, TOI-2; Intensive session approved]

An ancillary benefit of the course migration has been that departments and units (henceforth referred to as "units" collectively) had an opportunity to evaluate their course offerings in general education and clean up their catalogs. In preparing their documents for submission, many units discovered they had older courses that have not been offered recently and/or were unlikely to be offered again in the near future.

To this end, units indicated to CCC+ that the courses below would not transition to the CC. Where available, the department plans for the course have been indicated. The options were to:

- **Delete** – The course will be fully removed from the catalog and will need to be re-added via CAR (or eventually CourseLeaf) if the unit wishes to offer it again. The course deletion itself needs a CAR request. These will be handled by the CCC+ Admin over the summer.
- **Archive** – The course will be 'shelved' until such time that the unit decides to offer it again. The course is removed from print or online versions of the catalog, but it remains in the Student Administration system. To offer the course again, a unit need only request that the course be unarchived by contacting the Office of the Registrar.
- **Phase Out** – In some case, the unit wanted to continue offering a course but did not want it to count for CC credit. In these cases, the course will continue to run and count for applicable Content Area credit under the old GE system until that system is phased out in a few years.

Courses Departments have Chosen Not to Transition to the Common Curriculum

Department/Unit	Num	Title		Dept Plans
AH	3175E	Environmental Health	EL	Phase Out
ANTH	2400	Honors Core: Analyzing Religion	CA2, CA4INT	Phase Out
ANTH	3202W	Illness and Curing	CA4, W	Delete
ANTH/HRTS	3153W	Human Rights in Democratizing Countries	CA4INT, W	Delete
ANTH/HRTS	3230W	Propaganda, Disinformation, and Hate Speech	CA2, W	Delete
ANTH	3401	World Religions	CA1, CA4INT	Phase Out
ARAB	2751	Arabic Folk Tales and Mirrors for Princes	CA1, CA4INT	
ARAB	3751	Al-Andalus: Music, Literature, and Science in Muslim Spain	CA1, CA4INT	
BME/CSE/MCB	1401	Honors Core: Computational Molecular	CA3	Archive

		Biology		
CHEG	1200	Introduction to Food Science and Engineering	CA3	Archive
CLCS	1002	Reading Between the Arts	CA1	Archive
CLCS	3211	Indigenous Film World Wide	CA1, CA4INT	Phase Out
ECON	1179	Economic Growth and the Environment	CA2	Archive
ENGL	3210	Native American Literature	CA4	Phase Out
ENGL	3218/W	Ethnic Literature of United States	CA4	Phase Out
ENGL	3318	Literature and Culture of the Third World	CA4INT	Phase Out
ENGL	3319	Topics in Postcolonial Studies	CA4INT	Phase Out
ENGL	3320	Literature and Culture of India	CA1, CA4INT	Phase Out
ENGL	3633W	The Rhetoric of Political Discourse in Literature and Society	CA1, W	Phase Out
ENGL	3640/W	British Film	CA1	Phase Out
ENVE/CE	2310E	Environmental Engineering Fundamentals	EL	Phase Out
ENVE/ENVS/ EVST	3110E	Brownfield Redevelopment	EL	Phase Out
EPSY	2450/W	Whole Child, School, and Community: Linking Health and Education	CA2	Phase Out
GERM	3252W	Studies in Early German Literature	CA1, W	
GERM	3254W	Studies in 19th Century German Literature	CA1, W	
HEJS	3201	HEJS 3201 Selected Books of the Hebrew Bible	CA1	
HIST	1800	The Roots of Traditional Asia	CA1, CA4INT	
HIST	3204W	Science and Social Issues in the Modern World	CA4, W	Archive
INTD (ENGL, AMST)	2245	Introduction to Diversity Studies in American Culture	CA4	Delete
MUSI	1005	Honors Core: Music and Nature, Music and the Environment	CA1	Archive
MUSI	1022	Introduction to Music History II	CA1	Delete
NURS	4250E	Public Health Nursing	EL	
PHIL	1165W	Philosophy and Literature	CA1, W	Phase Out

POLS	2023/W	Political Theory in Film	CA1, CA4INT, W	Archive
POLS	3023/W	Politics and Literature	CA2, W	Archive
POLS	3208	Politics of Oil	CA2	Archive
POLS	3211	Politics of Water	CA2	Archive
POLS	3211W	Politics of Water	CA2, W	Archive
POLS	3237/W	Democratic Culture and Citizenship in Latin America	CA2, W	Archive
POLS	3240E	Environmental and Climate Justice	CA2, EL	Archive
POLS	3472/W	South Asia in World Politics	CA4INT, W	Archive
POLS	3615/W	Electoral Realignment	CA2, W	Archive
SOCI	2310	Introduction to Criminal Justice	CA2, CA4	Phase Out
SOCI	2503/W	Prejudice and Discrimination	CA4	Phase Out
SOCI	2709E/W	Society and Climate Change	CA2, EL	Archive regular, Phase out W
SOCI	2720E/W	Environmental Racism, Colonialism and Justice	EL	Archive
SOCI	3459/W	Aging and Society	CA2	Phase Out
SOCI	3823/W	The Sociology of Law: Global and Comparative Perspectives	CA2, CA4INT	Phase Out
SOCI/AAAS	2210/W	Sociological Perspectives on Asian American Women	CA4	Archive
SOCI/HRTS/AFRA	2520	White Racism	CA4	Phase Out
SPAN	1007	Major Works of Hispanic Literature in Translation	CA1, CA4INT	
SPAN	1030	Religion in Latin America: A Historical Survey	CA1, CA4INT	
SPAN	3232	Literature of Crisis in Modern Spain	CA1	
SPAN/LLAS	1009W	Latino Literature, Culture, and Society	CA1, CA4, W	

Intensive Session Offerings

CCC+ reviews proposals to offer existing GE courses and now CC courses in intensive sessions (4 weeks or less). Courses are approved either fully or provisionally, depending on the measure of

assurance the committee had that the GE or CC objectives of a given course could be maintained in the intensive course format.

Going into the CC transition, there were 111 courses approved for intensive session, 101 of which were eligible to be considered for TOIs. The other 10 were Q-only courses.

Departments were instructed to send an intensive session syllabus for any courses that wished to remain on or be put on the approved list. At the time of this report, CCC+ has received only 17 intensive session syllabi. Additionally, six courses on the list are not transitioning to TOIs at all and will thus be phased out. Since they are eventually losing their GE designations, they will no longer need CCC+ approval to be offered in intensive session.

CCC+ has approved the following courses for intensive session offering thus far:

- COMM 1000 The Process of Communication [CA2 to TOI-2, TOI-5]
- POLS/AFRA 3642 African-American Politics [CA4 to TOI-2, TOI-3]
- WGSS 2204 Feminisms and the Arts [CA1, CA4 to TOI-1, TOI-3]
- WGSS 2217 Women, Gender, and Film [CA1, CA4 to TOI-1, TOI-2]

2. New Course Development

CCC+ provided extensive instructions and held several workshops in preparation for two Provost Grant Common Curriculum competitions, one for new courses and one for course revisions. With many thanks to the ad hoc reviewers and the grant review committee (listed in Appendix I), the CCC+ is pleased to announce that it awarded the following grants to create new courses for the Common Curriculum, which will be taught for the first time in AY 2025-26.

Please note that a significant number of both new and revised courses funded by grants will be seeking the TOI-1 designation for Creativity: Design, Expression, Innovation. There was concern that TOI-1 would be short of courses, but the enrollment projections for TOIs (see Section 4, Table 2 below) coupled with this influx of new TOI-1 courses give us cause for optimism that students will be suitably covered in this area.

- Chathura Abeywickrama & Kyle Hadden - PHAR 2XXX Fundamentals in Chemical Biology (TOI-1, TOI-6)
- Melissa Arganaraz Gomez - URBN 2XXX Participatory Action Research (TOI-1, TOI-6)
- Ellen Carillo - ENGL 2XXX Introduction to Fan Studies (TOI-1, TOI-2)
- Andrea Celli - ILCS 1102 From Baghdad to Florence: Medieval storytelling in Modern Perspective (TOI-1, TOI-2)
- Tina Chiappetta-Miller - ILCS 3268/W Views of the Environment from Italy (TOI-2, TOI-4)
- Jeanne Ciravolo - ART 1XXX Creativity and Visual Art Practices (TOI-1)
- Martha Cutter - ENGL 2XXX/W Reading and Writing the Medical Humanities (TOI-1, TOI-3)
- Elizabeth Della Zazzera - HIST 2XXX/W Revolution and Social Change (TOI-3, TOI-5)

- Jill Desimini - ART/DMD/ENGR/LAND/(DRAM) 1XXX Design Appreciation (TOI-1)
- Rodolfo Fernandez - LLAS/HIST 16XX/W Latin American Histories through Popular Cultures (TOI-1, TOI-2)
- Rodolfo Fernandez - LLAS/HIST 26XX Role Playing Revolutionary Mexico (TOI-1, TOI-3)
- Anke Finger - GERM 2600 Sensation, Perception, Expression: Media Aesthetics and Environmental Humanities (TOI-1, TOI-4)
- Beth Ginsberg - POLS 36XX LGBTQ+ Politics in the United States (TOI-3, TOI-5)
- Phoebe Godfrey - SOCI 2XXXE/W Human Societies and the Living Earth (TOI-1, TOI-2)
- Anna Horakova - GERM 3210W Engineering Texts: German Culture and Technology in the 20th and 21st Centuries (TOI-1, TOI-2)
- Najnin Islam - ENGL 2XXX Literature of Migration (TOI-2, TOI-3)
- Tiffany Kelley - NURS 1150 Introduction to Healthcare Innovation   (TOI-1)
- Greg Kneidel - ENGL 2XXX Texts Images Objects (TOI-1, TOI-2)
- Raphael Koenig - FREN 1057 Medicine, Disability, and Literature (TOI-1, TOI-2)
- Hassanaly Ladha - FREN 1155 Literature and Sexuality (TOI-1, TOI-3)
- Leslie LaPointe - NURS 2XXX Planetary Health (TOI-1, TOI-6)
- Meng Liansu - CHIN/AAASI 2660E Chinese Eco-Literature and Eco-Cinema (TOI-1, TOI-4)
- Nora Madjar - MENT/BADM 2XXX Creative Synergies: Mastering Creativity and Innovation for Individuals, Teams and Organizations (TOI-1)
- Mia Maltz - SPSS 2XXX Fungi, Fire and Floods: Soil Microbes and Global Change (TOI-4, TOI-6)
- Nan Meng - CHIN 2360 Chinese Dishes and Drinks (TOI-2, TOI-5)
- Jonathan Moore - OPIM 2XXX Navigating the Future of Technology (TOI-1)
- Elva Orozco Mendoza - WGSS 2256W Latin American and Latinx Feminist Theory and Praxis (TOI-1, TOI-3)
- Melina Pappademos et al. - AH/PHARX/SOCI 22XX Truth, Racial Healing, & Transformation in Health Equity & Its Social Determinants (TOI-3, TOI-5)
- Sohyun Park - LAND 2XXX Biophilic Cities and Landscapes (TOI-1, TOI-4)
- Mallory Perry - Eaddy & Michelle Cole - NURS 2176 Global Politics of Child Health and Development (TOI-2)
- Gregory Pierrot & Debapriya Sarkar - ENGL 2XXX/W Creative Criticism (TOI-1)
- Erin Scanlon et al. - PHYS 1050Q The Physics of Movies (TOI-1, TOI-6)
- Marie Shanahan - JOUR 1XXX Navigating Misinformation: News Literacy for the Digital Age (TOI-5)
- Jungmin Song - DRAM/AAAS 2XXX Asian American Theater and Performance (TOI-2, TOI-3)
- Geoffrey Tanner - PNB 3XXX/W Neurotechnology: Thinking and Writing on the Cutting Edge of (Neuro)Science (TOI-1, W)
- Harry van der Hulst - LING 2XXX The Origin and Evolution of Language (TOI-2, TOI-6)
- Manuela Wagner - GERM 2500 Fostering Intercultural Citizenship for Sustainable Futures through Creative Solutions and Human Rights Advocacy (TOI-1, TOI-4)
- Scott Wallace - JOUR/HRTS 2XXX Global Press Freedom (TOI-2, TOI-5)

- Matthew Worwood - DMD/OPIM 2030 Generative AI for Creative Minds and the Future of Work (TOI-1)

3. Revised Course Development

The following units were also awarded grants to revise existing courses for the Common Curriculum.

- The School of Business
  - BUSN/BADM 2235 Personal Financial Literacy (TOI-5)
  - MENT/BADM 2236 Content Entrepreneurship (TOI-1)
  - MKTG/BADM 2237 Personal Brand Management (TOI-1, TOI-2)
  - BLAW/BADM 2238 Legal Aspects of Personal Brand Management (TOI-5)
  - MENT/BADM 2234 The Entrepreneurial Journey (TOI-1, TOI-3)
- Dramatic Arts
  - DRAM 1101: Introduction to Theatre (TOI-1)
  - DRAM 2134: Honors Core: Sports as Performance (TOI-1, TOI-5)
  - AFRA/DRAM 3131 African American Theatre (Title change to Black Theatre) (TOI-1, TOI-2)
  - AFRA/DRAM 3132: African American Women Playwrights (Title change to Black Women Playwrights) (TOI-1, TOI-2)
- English
  - ENGL 1101/W Classical and Medieval Western Literature (TOI-1, TOI-2)
  - ENGL 1103/W Renaissance and Modern Western Literature (TOI-1, TOI-2)
  - ENGL 2401/W Poetry (TOI-1, TOI-2)
  - ENGL 2407 The Short Story (TOI-1, TOI-2)
- French
  - FREN 1169 Modernity in Crisis: France and the Francophone World From 1850 to Today (TOI-2, TOI-3)
  - FREN 1171 French Cinema (TOI-1, TOI-2)
  - FREN 3210 French Art and Civilization (TOI-1, TOI-2)
  - FREN 3211W Contemporary France (TOI-1, TOI-2)
  - FREN 3218 Postcolonial Studies (TOI-2, TOI-3)
  - FREN 3224 Issues in Cultural Studies, the Media, and the Social Sciences (TOI-2, TOI-5)
  - FREN 3234 Romanticism, Realism, Fin de Siecle: 19th century literature (TOI-1, TOI-2)
  - FREN 3235 French Modernity (TOI-1, TOI-3)
  - FREN 3261 From the Holy Grail to the Revolution: Introduction to Literature (TOI-2, TOI-3)
  - FREN 3262 From the Romantics to the Moderns: Introduction to Literature (TOI-1, TOI-2)
  - FREN 3268/W Grammar and Composition (TOI-1, TOI-2)
- Geography

- - GEOG 2100 Economic Geography (TOI-1, TOI-5)
  - GEOG 1010 New Digital Worlds of Geographic Information Science (TOI-6)
  - GEOG 3410E Human Modifications of Natural Environments (TOI-4, TOI-6)
- Literatures, Cultures, and Languages
  - CAMS 3245 Ancient World in Cinema (TOI-1, TOI-2)
  - CHIN 2800 Chinese Calligraphy (TOI-1, TOI-2)
  - CHIN 3280 Networking in China (TOI-2, TOI-5)
  - GERM 1175 Human Rights and German Culture (TOI-3, TOI-5)
  - GERM 3251 German Culture and Civilization (TOI-2)
  - GERM 3255 Studies in Twentieth-Century German (TOI-2)
  - GERM 3258 Germans in Africa, Blacks in German-Speaking Countries, and Post-Colonial Perspectives (TOI-2, TOI-3)
  - ILCS 1168 Adaptation: Italian Literature into Film (TOI-1, TOI-2)
- School of Nursing
  - NURS 3070 Culturally Informed Communication with Spanish-Speaking Healthcare Consumers (TOI-3)
- Nutritional Science
  - NUSC 2200 Nutrition and Human Development (TOI-6)
- Sustainable Plant and Soil Systems
  - SPSS 3210/PLSC 5210 Molecular Laboratory Technology (TOI-6L)
  - SPSS 3230 Biotechnology-Science, Application, Impact, Perception (TOI-5, TOI-6)
  - SPSS 2120 Environmental Soil Science (TOI-4, TOI-6)
  - SPSS 2125 Environmental Soils Laboratory (TOI-6L)
- Women's, Gender, and Sexuality Studies
  - WGSS 3264 Gender in the Workplace (TOI-3, TOI-5)
  - WGSS 3253/W Gender Representations in U.S. Popular Culture (TOI-1)
  - WGSS 2217 Women, Gender, and Film (TOI-1, TOI-2)
  - WGSS 2267 Women and Poverty (TOI-3, TOI-5)

4. Anticipated Enrollment Capacities

With thanks to the Office of the Registrar, we are able to project the anticipated enrollment capacities for each TOI based on previous offerings of currently existing courses. Data reflects the capacity for courses offered across campuses during the period of Summer 2022 through Spring 2024 (six semesters). These capacities assume that courses seeking each TOI are actually approved for the requested TOI.

Table 2. Anticipated Enrollment Capacities by TOI for a 2-Year Period

	TOI-1	TOI-2	TOI-3	TOI-4	TOI-5	TOI-6	TOI-6L
Storrs	10,792	46,597	34,129	15,958	55,416	28,189	25,605
Avery Point	488	1577	1746	1034	2919	1184	1381
Hartford	1026	5624	4389	1046	8145	2622	2529
Stamford	1132	6913	5296	1480	10,496	4749	2885
Waterbury	493	2806	2394	399	3984	1591	1733

For comparison purposes, the enrollment capacities below by CA give us an idea of what is sustainable. In particular, the capacity for Environmental Literacy (EL) provides a baseline for the minimum number of seats needed for a 3-credit requirement in any one area. Students are only required to take one 3-credit course in EL, and we are at the point where all current students must fulfill this requirement. There does not appear to be a significant shortage of seats in EL at this time, so we can infer that the numbers below (13,767 seats at Storrs, etc) are sufficient for UConn's student population.

When Common Curriculum was first approved, there was significant concern about the enrollment capacity for the TOI-1 area, but in comparing numbers, TOI-1 is not far from EL in terms of its capacity. Moreover, only one cohort of student will be subject to TOI-1 requirements starting Fall 2025, so there is time to build the capacity needed. As noted above, most of the proposals awarded course development grants for this year's competition include the TOI-1 designation, so we expect an influx of additional seats as of Fall 2025. In short, the numbers above and below suggest that Common Curriculum will launch in Fall 2025 with more-than-adequate capacity in all areas.

Table 3. Enrollment Capacities by CA for a 2-Year Period from Summer 2022 to Spring 2024

	CA1	CA2	CA3	CA3-L	CA4	CA4-I	EL
Storrs	40,178	43,309	16,089	25,801	12,841	27,690	13,767
Avery Point	1852	1942	719	1381	590	879	968
Hartford	5101	5467	1384	2529	1580	2601	986
Stamford	6112	7086	2587	3029	1967	2900	1480
Waterbury	2458	2666	991	1733	979	1481	399

5. Themes

The ad hoc Themes subcommittee was formed in Spring 2023 and was charged with the following:
- Develop criteria for Themes,
- Develop a form for faculty to fill out when proposing a new Theme, and
- Develop two FAQs about Themes (one for faculty and one for students).

The Themes subcommittee was co-chaired by Mary Donegan and Emma Bojinova in Fall 2023 and met twice to finalize initial recommendations for guidelines that were begun in Spring 2023. These

guidelines were shared with CCC+ for feedback.

The subcommittee's work was difficult given that no one knew what to expect in terms of interest in Themes. The Themes guidelines might need to differ based on 1) whether CCC+ received five Themes proposals or 50 proposals, 2) what areas Themes were proposed for, and/or 3) how much overlap there was among proposed Themes, among other factors.

CCC+ therefore requested proposals for pilot Themes in order to work with an actual sample set. Our request for proposals garnered significant interest, especially from the College of Agriculture, Health, and Natural Resources (CAHNR). The proposals received were as follows:

- Climate and Society
- Climate System Science
- Crossing Boundaries: The Movement of People, Goods, and Ideas
- Earth Systems Science and Society
- Economic Systems for the 21st Century
- Environmental Leadership for Change
- Environmental Systems Conservation
- Examining Cities and Urban Communities
- Food and Water for the Future
- Mind-Body Justice: Disability, Gender, and Race
- Sustainable Futures
- Sustainable Landscapes
- Transition to a Low-Carbon Economy
- Utopia, Imaginaries, Techno-Futurisms, and Rights

In Spring 2024, the Themes subcommittee transitioned to pilot review, and this group is chaired by CCC+ Chair Pam Bedore. They will consider these proposals and refine guidelines based on their observations from this sampling.

Both the draft form and the two FAQs are in development. The subcommittee is working with draft guidelines and criteria for the proposal and management of Themes. In particular, the subcommittee has so far determined that:

- By nature, every course within a Theme must carry at least one TOI. Courses that only have a W and/or a Q designation are not eligible for Themes.
- Themes must contain a minimum of three (3) courses and up to a maximum of ten (10) courses. CCC+ highly recommends that Themes strive to include at least four (4) courses. Under some circumstances, managing departments or units can petition to have more than ten courses in a Theme.
- For a Theme to be considered available at a given campus, course availability must be such as to allow a student to complete the Theme in two years.
- Faculty must be mindful of how often courses in a Theme are offered. If there are only three

courses in the Theme, all three courses must be offered at least once a year. Otherwise, at least three courses in a Theme must be offered every year or every other year (i.e. within 4 semesters).

- One course offering in the Theme must be at the 1000-level. If there are more than three courses in a Theme, students are not required to take the 1000-level course.
- Special Topics courses, Variable Topics courses, and courses that offer a variety of topics under one number cannot be approved for a Theme; each section of a course must fulfill the Theme.
- Themes are not required to cross colleges, but at least two or more departments or units must be represented in each Theme. Cross-listed courses may satisfy this requirement.
- Themes cannot be closed. All Themes must be available to all students.
- Only approved courses within a Theme can be used. No substitutions are allowed.
- Schools and colleges may require some of the courses within a Theme but cannot require that their students complete the Theme itself. We highly encourage schools and colleges to allow students agency in their choice of Common Curriculum courses.
- Once a Theme is approved, the syllabi for all courses in that Theme should mention that the course fulfills part of "XX" Theme.

The committee is also considering making two strong recommendations:

- Themes should include more than one TOI, but students may choose courses all in the same TOI from within a Theme.
- Ideally, no Theme will include more than three courses from a single subject area.

The subcommittee has concerns about creating Themes that students cannot reasonably complete in four years based on the availability of classes, so the group felt that there needed to be careful oversight of this. Therefore, the subcommittee suggests that CCC+ should add a standing Themes subcommittee responsible for reviewing and approving Themes and checking them for continued compliance.

6. Assessment

The Assessment subcommittee was chaired by Jamie Kleinman, the CCC+ faculty assessment fellow. The subcommittee met a total of eight times during this academic year (9/6/2023, 9/20/2023, 10/4/2023, 10/18/2023, 11/1/2023, 11/15/2023, 11/29/2023, and 2/5/2024).

Charge

The CCC+ charged the ad hoc assessment subcommittee to:

1. Synthesize the descriptive language for the Common Curriculum into clear, measurable, program-level learning outcomes (October 2023);
2. Develop a long-term assessment plan for the Common Curriculum (March 2024); and
3. Produce materials for an assessment tab on the Common Curriculum website (March 2024).

Progress
The members of this subcommittee met regularly throughout the fall to discuss the three charges. To accomplish the first charge, they worked from a draft document created by subcommittee members who attended the week-long James Madison Assessment 101 Summer Institute in June 2023.

Charge 1
On 10/9/2023 the following program-level learning outcomes were presented to the CCC+ committee for feedback and approval:

After completing the requirements of the Common Curriculum, students will graduate as responsive global citizens capable of working within communities and systems to create innovative solutions in an ever-changing world.

After completing the Common Curriculum, students will be able to:
PLO1: Demonstrate versatility and adaptability in a rapidly changing world
PLO2: Combine knowledge in innovative or creative ways
PLO3: Apply learning strategies to new contexts
PLO4: Collaborate to address challenges on both a local and global scale
PLO5: Recognize human differences and the ways in which those differences can enhance our lives
PLO6: Express quantitative and qualitative ideas effectively in written, visual, aural, and/or oral forms
PLO7: Interpret, solve, and/or model problems

Charge 2
After the program-level learning outcomes were approved by the CCC+ on 11/6/2023, the focus shifted to drafting an Assessment Plan Structure. The subcommittee identified five areas:
Completed and current work
Assessment components
Assessment process
Reporting and feedback
Administrative needs

They determined that there should be a 3-year assessment cycle. A variety of student work samples would be assessed representing all Topics of Inquiry (TOIs) and Competencies. The Common Curriculum launches in Fall 2025. They proposed the following timeline:

AY 24-25: Focus groups and surveys about student experiences
AY 25-26: Pre-pilot with small group of instructors to determine best ways to obtain student work and data
AY 26-27: Pilot Year with new course and course revision grant recipients from AY 24-25 and anyone else who wants to be a part of this process. Full walk-through of data collection and analysis. This would be considered YEAR ONE of the first three-year cycle. Need to determine which TOIs and Cs to measure.

AY 27-28: Pilot + year, adding in additional courses and departments to measure the TOIs and Cs for that cycle.

AY 28-29: Complete sampling by assessing the remaining TOIs and Cs and refining the sampling and reporting process.

They discussed assorted options for conducting and assessing the data and determined that feedback should be formative and not evaluative, especially for the first several full assessment cycles. One of the major objectives for the first several cycles is increasing fidelity of students learning objectives through different sections of the same course. This plan was presented to the CCC+ on 1/29/2024 for feedback and approval and to determine next steps.

One suggestion was that an additional Assessment Fellow be included, and these two individuals will co-chair this subcommittee for AY 24-25. It is recommended that this group should move from an ad hoc to a permanent subcommittee within CCC+, and the membership should include one person from each of the TOI and Competency committees to increase alignment and cohesion throughout the curriculum.

Charge 3

Materials have been added to the website on an ongoing basis. Workshops and information sessions have been held throughout the year. There will be several CCC+ sessions in the upcoming Assessment Institute sponsored by the Office of Academic Program Assessment.

Future Work

It is the recommendation of the members of the subcommittee that this work be carried forward during the next academic year as proposed. The focus will be on determining specific procedures for collecting and assessing data using existing student artifacts and developing a culture of assessment within the Common Curriculum and University.

7. Accessibility

One of the CCC+ faculty navigators, Erin Scanlon, is leading a small team of navigators in providing in-depth accessibility review of syllabi for departments seeking such review. Scanlon is also working with CETL in gathering resources for best practices regarding syllabus accessibility. All unit heads with courses in the migration process have received an invitation to receive a detailed accessibility review of a sample of their syllabi. This work will be ongoing over Summer and Fall 2024.

8. Faculty Development Workshops

CCC+ provided the following online workshops for faculty:
- Preparing Course Migration Spreadsheets and Syllabi (Weds, 9/13/2023 and Thurs, 9/14/2023 3-4PM, online)

- Developing new Creativity Courses (Weds, 9/28/2023 and Thurs, 9/29/2023, 3-4PM, online)
- Applying for a Provost's Grants (Weds, 10/11/2023 and Thurs, 10/12/2023, 3-4PM, online)

CCC+ and CETL are working together to offer a full-day Common Curriculum Course Design Retreat for Weds, 5/8/2024, 9AM-4PM, in person at Storrs. This retreat will offer sessions on course design, working effectively with student learning objectives, and Themes. Although it is specially designed for recipients of Provost Grants for new and revised courses, it is open to anyone teaching or designing Common Curriculum courses.

CCC+ will provide refreshments and lunch, as well as travel reimbursement for regional campus faculty.

The Course Design Retreat will be followed in summer by learning communities led by faculty navigators as well as by a series of synchronous and asynchronous online workshops.

9. Communications

The Communication & Coordination subcommittee was formed in Spring 2023 and was charged with the following:
- Develop a communication plan for announcing the new CC to various stakeholders (students, faculty, staff),
- Develop language to more describe the two new competencies—Information, Digital & Media Literacy and Dialogue—that will be infused throughout the curriculum, and
- Consider the proposal to add Skill Codes to each CC course.

The Communication & Coordination subcommittee is chaired by Brandy Nelson. It met regularly throughout the academic year.

The subcommittee reviewed the proposal to add a Skill Code for each CC courses and recommended against it, citing concerns with the proposal's potential to confuse students and future transcript readers as well as to reduce the effectiveness of the advising tools in Student Admin. The CCC+ reviewed the response (please see Appendix II) and will vote on the proposal in Fall 2025 after the Course Leaf tool is fully live and CC course tools can be viewed.

The subcommittee identified several stakeholders that will need communications regarding the Common Curriculum:
- New Undergraduate Fall 2025 Students
- Prospective Students
- Community Colleges
- Early College Experience (ECE)
- Employers
- Parents

- UConn Advisors
- UConn Admissions
- UConn Faculty
- UConn General Staff

The subcommittee has begun the development of FAQs for the various groups and has completed an FAQ for advisors (shared with CCC+ on 4/8/2024, see Appendix III) for distribution by the end of Spring 2024.

Working with University Communications, the subcommittee has developed a communications toolkit to ensure a consistent look for all CC materials. Over Summer 2024, the subcommittee will work with CCC+ Admin Karen Piantek McDermott to reorganize the CC website with attention to multiple audiences, as that website is currently targeted primarily at course proposers and reviewers.

The CCC+ chair has continued to meet with stakeholders around the university in preparing to launch the Common Curriculum. This includes:

Regular meetings with:
- The Provost's Office
- The Registrar's Office
- CETL Faculty Development
- The CLAS C&C chair

Occasional meetings with several groups:
- School and College C&C chairs
- Regional Campus schedule managers
- Advisors

Ad hoc meetings with individuals from several offices:
- ACES/BGS
- Career Center
- Early College Experience
- eCampus
- Honors
- Student Success
- Summer/Winter Programs
- Transfer Office

10. Maintenance of the Current General Education Curriculum

General Education Course Substitutions, Adjustments, and ECE Transfers Status

Course Substitutions

There are two processes for reviewing and approving substitutions for General Education courses. Most substitutions are made at the School or College level. Of these, most are for transfer students who completed coursework at their previous institution or abroad. General Education credits in these cases are carried in a generic course code. The Registrar's office kindly supplies CCC+ with a list of all substitutions made for enrolled students during the academic year.

After peaking at 230 total course substitutions in 2016-2017, substitutions declined every year until 2020-2021 when they jumped back up due in large part to the addition of the EL requirement. Course substitutions were at a several-year low of 109 in 2021-2022, but surged again last year to 213, driven largely by EL and Second Language. This year's number falls in between these two extremes. Please see Tables 4, 5, and 6 for various breakdowns of this data.

EL substitutions continue to be relatively high, but a conversation with Jim Hill from BGS revealed that most of these are for students whose coursework was largely completed before the EL requirement was adopted in order not to delay their progress toward graduation. Students who have matriculated since the adoption of the EL requirement will receive a substitution only under extraordinary circumstances.

Table 4. Category Substitutions by School or College 2023-24.

Sch/Col	CA1	CA2	CA3	CA3-Lab	CA4	CA4-Int'l	Q	W	EL	SL	FYW	**Total**
ACES												**0**
AGHNR	11	7			8	19				4		**49**
BUSN	1			1	6	1			1	1		**11**
CLAS					1		15		3	23	1	**43**
CTED		1			1		8		26	2		**38**
EDUC	1	1		2					1		1	**6**
EGBU												**0**
ENGR	3				1							**4**
FNAR		1			1		3	1		5		**11**
NURS												**0**
PHAR									1			**1**

SOCW												0
Total	**16**	**10**	**0**	**3**	**18**	**20**	**26**	**1**	**32**	**35**	**2**	**163**

*Note: There is overlap between this data and substitutions reported in Table 7 for Q and SL courses.

Table 5. Category Substitutions by Campus 2023-24.

Sch/Col	CA1	CA2	CA3	CA3-Lab	CA4	CA4-Int'l	Q	W	EL	SL	FYW	Total
Avery Point												0
Hartford						1	1		4	1		7
Stamford		1				1	2		3			7
Storrs	16	9		3	18	17	21	1	23	32	2	**142**
Waterbury						1	2		2	2		7
Total	**16**	**10**	**0**	**3**	**18**	**20**	**26**	**1**	**32**	**35**	**2**	**163**

*Note: There is overlap between this data and substitutions reported in Table 7 for Q and SL courses.

Table 6. Longitudinal Data on Course Substitutions

	23-24	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15
CA1	16	8	10	11	12	10	16	31	13	17
CA2	10	6	3	3	4	6	13	18	18	11
CA3	0	5	8	4	1	0	2	4	4	6
CA3-L	3	6	3	5	11	9	19	21	20	15
CA4	18	15	11	16	21	19	29	40	31	31
CA4-I	20	12	6	13	22	18	28	43	29	29
Q	26	23	19	15	8	4	8	13	6	15
W	1	2	2	8	5	7	12	13	25	34
EL	32	44	22	96	N/A	N/A	N/A	N/A	N/A	N/A
SL	35	92	25	40	22	34	22	47	30	24
FYW	2									
TOTAL	**163**	**213**	**109**	**211**	**106**	**107**	**149**	**230**	**176**	**182**

*Note: There is overlap between this data and substitutions reported in Table 7 for Q and SL courses.

Academic Adjustments
After school and college substitutions, the remainder of the substitutions are made at the University level through an academic adjustments process. Adjustments may be granted for students with a significant disability whose documentation and educational history provide compelling evidence of an inability to

complete graduation expectations. In 2006, the university adopted a policy on academic adjustments for general education competencies, specifically Quantitative Reasoning and Second Language. Under this policy, academic adjustments are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of General Education Competencies are never granted. Academic adjustments, which may include course substitutions, are granted on a case-by-case basis.

The Center for Students with Disabilities approved 41 course substitutions, 16 for Q requirements and 25 for Second Language requirements at the time this report was drafted (Table 7). The committee received 58 requests, one less overall than last year. Q substitutions granted increased from 11 to 16, and SL substitutions granted decreased from 32 to 25. Two requests for a Second Language adjustment were denied, and there are still 10 requests in progress. There are 5 requests in progress for Quantitative adjustments. Inclusively, 8 students requested adjustments for *both* Quantitative adjustments and Second Language adjustments, and all were approved.

Table 7. Academic Adjustments

Competency	Sought 2023-2024	Approved 2023-2024	Sought 2022-2023	Approved 2022-2023	Sought 2021-2022	Approved 2021-2022
Quantitative	21	16	20	11	3	1
Second Language	37	25	39	32	27	22

Early College Experience (ECE) Transfer Credits
Another source of General Education credits is through the Early College Experience (ECE) program. These are University of Connecticut courses taught by high school teachers throughout the State under the supervision of University departments. Numbers of ECE-related General Education substitutions are provided by the ECE program. Data include course substitutions granted for students matriculating to UConn in the Fall semester, for ECE courses taken during the year prior to their matriculation. There are no W ECE substitutions.

Students matriculating at UConn in 2023-2024 used 5,594 ECE course enrollments from their studies the previous year towards their General Education requirements (Table 8).

Christopher Todd, the Director of ECE, noted that when the university completes the transition to the Common Curriculum, his office will use that as an opportunity to update some of their methodology for this report, but currently they are keeping it consistent with past reports.

It should also be noted that EL was moved from being listed under Content Areas to being listed under Competencies, and Info Lit and Second Language were also added to the data for the first time in 2021-22.

Table 8. ECE transfers into General Education, 2014-Present*

UConn ECE General Education Course Substitutions											2011-2024 Sparkline
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
CA1	147	227	202	194	736	942	994	659	861	942	
CA2	62	118	182	167	303	409	477	377	447	494	
CA3	39	63	96	104	152	190	205	172	158	249	
CA3-LAB	369	495	591	565	982	1,291	1,303	778	976	907	
CA4	7	10	6	21	89	86	99	62	75	76	
CA4-INTL	6	19	13	24	82	122	132	110	154	178	
CA Total	630	932	1,090	1,075	2,344	3,040	3,210	2,158	2,671	2,846	
Info Lit								738	839	858	
Q	476	561	798	698	1,248	1,347	1,402	876	1,095	1,129	
Sec Lang								474	526	504	
W	0	0	0	0	0	0	0	0	0	0	
E						140	172	195	154	197	257	
CompTotal	476	561	798	698	1,388	1,519	1,597	2,242	2,657	2,748	
Grand Total	1,106	1,493	1,888	1,773	3,732	4,559	4,807	4,400	5,328	5,594	

* Starting 2018-2019, a more inclusive methodology was applied. It takes three previous years of UConn ECE students and compares it to the incoming class. Previously the request reflected only the previous year's students.

General Education Alignment

The alignment of General Education courses has been suspended during the transition period and will, as per the implementation plan, be recommended five years after the launch of the Common Curriculum.

ADDITIONAL ISSUES AND ACTIONS

1. Revision of Q Criteria

A Q Criteria Revision group was chaired by Sara Stifano and Diego Valente, co-chairs of the Q subcommittee. At the beginning of AY 23-24, the Q Working Group was charged with the following:

1. prepare a working definition of what constitutes *quantitative competency*, and explain the rationale underlying the definition, as well as why quantitative competency is an important component of the Common Curriculum, keeping in mind that the overarching goal of the quantitative competency requirement is to make our graduates informed citizens of the future and prepared for jobs (of today and tomorrow) demanding enhanced quantitative skills;

2. prepare a set of Q-specific Student Learning Objectives (SLO) in light of the definition prepared in item #1 above that faculty can insert, either as-is or with minor edits, into their syllabi;

3. review the existing criteria for determining whether a course should be labelled a Q course in light of the definition prepared in item #1 above, and recommend appropriate broadening of these

criteria; and

4. identify courses that might no longer meet the Q criteria and recommend steps for revising those courses to meet the newly drafted SLOs.

As of 4/8/2024, the group had achieved their first three objectives and was awaiting approval. The Working Group found the current definition of quantitative competency acceptable, though needing an update to improve clarity and efficiency. The current criteria for Q courses were revised in line with the updated definition. They had three primary goals in mind for the updated definition and criteria:

1. The definition and criteria should be more flexible to include more courses across units, but not less rigorous. The goal was not to lower academic standards, but ensure standards reflect how courses incorporate quantitative reasoning and skills in their discipline.
2. The definition and criteria should include a variety of courses across programs. STEM programs have the Q designation built into their curricula, but students in non-STEM programs may find it more difficult to identify a Q course relevant to their discipline.
3. The definition and criteria should emphasize quantitative *reasoning*, in addition to computation. This includes the ability to identify and utilize the appropriate quantitative tools, including relevant software and technology. Rather than discouraging the use of calculators, software, and other programming and analytical applications, students should learn which ones will be most utilitarian, how to use them, and how to interpret quantitative information or output. These computational tools should not be the centerpiece of a Q designated course. They should be treated as practical tools that require some degree of expertise and skill to be adequately utilized for computations. So long as there is an emphasis on reasoning, using technology and other resources should not be viewed as a limiter of quantitative understanding.

The Working Group examined the quantitative requirements of peer and aspirant institutions and reviewed an article published in 2009 that outlines Macalester College's Quantitative Thinking requirement (Bressoud, 2009). They found many of these programs to be useful exemplars for resetting the standards for quantitative competency at UConn, namely because they emphasized the importance of reasoning, rather than simply performing computations. In other words, courses that focus on computation only do not meet the requirements at other institutions and will not meet the requirements for the Q Competency at UConn. Therefore, the group revised the definition and criteria as follows:

Quantitative Competency Definition and Criteria
Courses appropriate for a Q designation should make continued use of mathematics or statistics throughout the course at or above the basic algebra level. These courses might include comprehensive analysis and interpretation of data. The mathematical and/or statistical methods and skills required are those specific to the particular course and discipline. Q courses should also have the following attributes:

1. Courses should include mathematical or statistical descriptions of abstract, natural, or social systems and phenomena. This may include, but is not limited to linear and nonlinear functions, graphs, systems of equations, algorithms, formal abstract structures, data analysis and

interpretation.

2. Courses should require students to understand and carry out mathematical or statistical manipulations to solve problems, make inferences, and draw conclusions. Students should select appropriate tools and techniques to aid in their analyses, which may include inputting and transforming quantitative information using a software program or calculator and interpreting the output or results.

Quantitative Competency Student Learning Objectives (SLOs)
In line with the definition and criteria, the Q Working Group developed a set of Learning Objectives for students across all Q courses. Specifically, they developed four Learning Objectives required for all courses with the Q designation, and one recommended objective, depending on a course's content, discipline, or scope. This fifth Learning Objective, they acknowledge, is not likely to be assessed across all disciplines, though they do encourage all instructors to seek ways to incorporate an evaluative component when students are working with various sources of quantitative information.

Q courses should meet all of the following learning objectives:

LO1: Students will be able to **identify** a model or **describe** a dataset using terminology appropriate for the course's field of study.
LO2: Students will be able to **develop** models or set up problems using quantitative tools and techniques appropriate for examining a given system or phenomenon.
LO3: Students will be able to accurately **interpret** quantitative information and explain their reasoning.
LO4: Students will be able to **perform** manipulations and computational steps using mathematical concepts and rules.

If applicable to the course method and content, Q courses should also meet the following learning objective:

LO5: Students will be able to **evaluate** the quality (e.g., identify strengths and weaknesses) of sources of quantitative information.

CCC+ passed the proposed definition, criteria, and student learning objectives unanimously on 4/8/2024. The document has since been sent on to the Senate Curricula and Courses Committee for review.

References
Bressoud, D. (2009). Establishing the quantitative thinking program at Macalester. Numeracy, 2(1), 3.

2. Student Learning Objectives (SLOs) for Competencies

Given that the course approval process for TOIs relies largely on the alignment of SLOs to the TOI objectives, the CCC+ tasked its competency subcommittees, in consultation with the faculty assessment fellow, to develop SLOs for each of the competencies.

In addition to the Quantitative (Q) competencies above, the CCC+ also reviewed SLOs for Writing (W) and Second Language (SL). These are:

W courses must meet SLO 1 and 2, and ideally all four of these objectives:
1. Students will compose work that demonstrates engagement with the writing habits of the course's field of study.
2. Students will practice writing processes by drafting and revising written work based on feedback by instructors.
3. Students will demonstrate an awareness of the relationship between writing and the content of the course.
4. Students will reflect on the relationship between writing and their own thinking and learning.

Approved by CCC+ (11/13/2023) and by Senate C&C (11/14/2023).

For **SL courses**, students successfully completing the exit requirements will be able to:

1. Respond to simple, direct questions or requests for information; ask formulaic questions, and negotiate meaning by relying heavily on learned phrases in the second language, as befitting a novice high level of competency according to the American Council of Teachers of Foreign Language (ACTFL).
2. Use the language to make connections and comparisons regarding people, objects, places and cultures, past and present.
3. Demonstrate awareness of the tools of language construction by comparing and contrasting constructions as they observe them in at least 2 languages.
4. Show sensitivity toward and awareness of cultural differences and the contexts that shape communication, behavior, and perspectives.
5. Articulate enhanced understanding of diverse perspectives, approaches and applications of cultural knowledge to chosen career paths, to courses of study, and to world events.

Presented to CCC+ (4/8/2024) with a vote to follow 4/22/2024.

3. Regional Campus Considerations

The CCC+ chair and program assistant met with regional campus scheduling coordinators to discuss:
- Scheduling implications for regional campuses, with their much smaller schedules,
- Potential Themes that could be developed at each regional campus, and
- Development of a list of courses that might be offered online with priority for regional campus students in order to temporarily fill any curricular gaps caused by the transition.

As a result, several plans are completed or underway for:

- Each regional campus scheduling coordinator to provide a list of courses to be prioritized in the review process, and the CCC+ has provided a spreadsheet with enrollment data for that campus to help with the schedule planning process.
- Each regional campus to add an advisor to the Communications and Coordination subcommittee;
- The CCC+ chair and other CCC+ members or faculty navigators to spend one day on each regional campus in September or October 2024 to provide: a Themes meeting (in conjunction with a local faculty member); an advising workshop for faculty and professional advisors; and an open forum for discussing the CC.
- Meetings of regional campus scheduling coordinators (and any other interested staff or faculty members) to be held throughout AY 2024-25.

4. Additional/Specific Requirements of Schools and Colleges

In college C&C chair meetings, additional and specific requirements of schools and colleges have been discussed. Two colleges currently have additional and/or specific requirements: the College of Liberal Arts and Sciences (CLAS) and the School of Business. Both are working on reconsidering these requirements in light of the move to the CC and will complete catalog updates regarding those requirements by Fall 2024.

5. Changes to the CAR System

In Summer 2023, the CAR system was updated to accommodate the need to add and revise courses into the CC.

In November 2023, additional tweaks were made to better indicate to proposers that:
1. New W courses must click that they are applying for CC designation (W is part of CC); and
2. New CC courses should select a gen ed designation for the transition period.

6. Student Learning Objectives in the Catalog

The Provost's Office would like to see Student Learning Objectives (SLOs) in the catalog. This will help align courses to the program objectives of the CC and will make it convenient (and possible) for instructors to access approved learning objectives for courses they are teaching.

This is an exciting opportunity but also adds a level of difficulty to an already challenging task as we migrate hundreds of courses from GE to CC and develop new ones to fill in the gaps. CCC+ provides high-quality feedback on syllabi including SLOs, but we do not currently follow up with departments to ensure they've implemented the feedback. Indeed, given the volume of course proposals currently being processed, all feedback is being held until Summer 2024, when it will be compiled and sent to departments. If SLOs are to be published, it will be necessary to ensure that they are of the highest

quality (clear, measurable, appropriate).

In consultation with CCC+, the Provost's Office, and the Registrar's Office, we have determined that Fall 2026 would be a reasonable timeline for all CC catalog copy in Course Leaf to include SLOs. A second assessment fellow is being secured for AY 2024-25 to help prepare the groundwork for this transition.

7. "Common Curriculum" in the Catalog

The term "Common Curriculum" appears several times in the catalog to refer to curriculum required by all students in a particular major. With thanks to the Registrar's Office, the CCC+ will reach out in Summer 2024 to notify departments who use this term that it should be changed by 2/5/2025 in advance of adding the CC to the 25-26 catalog. A faculty navigator can assist with this catalog copy change if needed.

8. The Generic Transfer General Education Course List

A list of transfer equivalencies (outside the articulation agreements with other state institutions) has long been used to assign Content Area designation to frequently-seen transfer courses.

After discussion with the Registrar's Office (M. Hatfield and C. Rivers), the Transfer Office (L. Walsh), and the CLAS Dean's Office (M. Ndiaye), the CCC+ Chair is confident that no action needs to be taken on this matter. This list developed organically over time, and there is no need or expectation that those courses should be reviewed proactively to create a similar Common Curriculum list.

9. IDML and Dialogue competencies

The Informal, Digital, and Media Literacy (IDML) and Dialogue competencies that are to be infused throughout the CC have been deferred until after the course migration process. The CCC+ and faculty navigators will return to this project in AY 2024-25. In preparation for this move, the CCC+ is sponsoring two faculty members to attend a week-long institute on Dialogue in Summer 2024. We are currently looking for a similar opportunity to build expertise in IDML.

POTENTIAL BY-LAW CHANGES FOR AY 2024-25:

In preparing for AY 2024-25, the CCC+ anticipates the possibility of by-law change proposals coming to the Senate regarding the following issues currently under discussion:

1. Course reserve cap by-law change

On 11/14/2022, the Senate approved changes to the bylaws for the transition from General Education to Common Curriculum that will be effective Fall 2025 (https://senate.uconn.edu/wp-content/uploads/sites/3636/2023/03/Gen-Ed-to-Common-Curriculum-Bylaws-APPROVED-11.14.2022.pdf). This comprehensive bylaw change made no alterations to the rules around course reserve caps, which are allowed for 2000-level or above courses (at 50%), but not for 1000-level courses, whose seats should be available for any student within the general education/Common Curriculum.

As the CCC+ implements the transition to the CC, questions have arisen about the practice of reserving seats for majors for general education classes. There are two main concerns on this point:
1. Current practice is in violation of the bylaws. In fact, many 1000-level gen ed courses regularly reserve some portion of seats for their majors.
2. Some faculty would like to propose 1000-level courses for the new Common Curriculum, but would be unwilling to do so if they could not reserve seats for their majors, who require the courses as part of their plan of study.

The CCC+ conducted a review of all general education courses currently in violation of the bylaw and found that in many cases, reserve caps were being used largely as an advisory to students (and this could be accomplished through advising and/or clearer catalog copy). In most cases, far less than 50% of seats were actually required. At the same time, many faculty believe it is important to have some reserve capacity in introductory courses to ensure timely progress towards graduation for majors.

The CCC+ is currently considering recommending a change to the bylaws that allows for some reserve capacity in 1000-level Common Curriculum courses (the exact % or number is under discussion, as is the approval process for such a change).

If a change is recommended, the CCC+ will review all exceptions once per year and will undertake a full review of this policy in Fall 2028, when we have three years of data on Common Curriculum course enrollments.

2. Block Transfer Proposal

The Provost's Office and the Transfer Office have drafted a proposal to consider revising the University's transfer practices, which currently require a course-by-course evaluation of each general education course. This proposal is nearly ready to be reviewed by relevant Senate committees. Should the committees recommend a change to transfer practices, such a proposal would be presented to and voted on by the Senate.

3. CCC Membership

Over AY 2024-25, the CCC+ has considered adding two new permanent subcommittees to CCC: an

Assessment subcommittee and a Themes subcommittee. Should this be voted on, such a move would require an amendment to the by-laws regarding the constitution of this committee.

Concluding Remarks

AY 2023-24 has seen an enormous amount of thoughtful, energetic, and intellectually stimulating activity as UConn moves toward the launch of its new Common Curriculum.

CCC+ is grateful to countless faculty, staff, and students for their work in developing the new Common Curriculum. Special thanks to Eric Schultz (GEOC Chair and DGE Chair), to Manuela Wagner (GEOC Chair and D2GE Co-Chair), to Thomas Long (D2GE Co-Chair), and to Suzanne Wilson (Senate C&C chair) for setting up the CCC+ for success in the implementation process.

Please take a moment to review the long list of faculty, staff, and students who have served on the CCC+, its TOI and competency subcommittees, its ad hoc transitional subcommittees, and its Provost Grant reviewers (see Appendix I).

And finally, CCC+ is tremendously indebted to Karen Piantek McDermott for her outstanding administrative support, her exceptional competence, and her delightful sense of humor throughout the process.

Respectfully submitted, 4/29/2024
Pamela Bedore

Administrative Note

CCC+ Administrator Karen Piantek McDermott would also like to recognize the immense amount of work done by CCC+ Chair Pam Bedore this year. CCC+ was given a Herculean task, and the impressive progress made toward its success is due in very large part to Pam Bedore's excellent leadership, extensive curricular expertise, and inexhaustive efforts. Both I and the university are indebted to her.

Appendix I

CCC+ Committee Membership, 2023-2024

Name	Position
Pamela Bedore	**Chair**
Emma Bojinova	TOI-4 Co-Chair
Anne Borsai Basaran	TOI-2 Co-Chair
Scott Campbell	TOI-2 Co-Chair
Erin Ciarimboli	Advising Office
Michelle Cole	TOI-2 Co-Chair
Sarah Croucher	Provost's Office Representative
Tom Deans	TOI-5 Co-Chair
Mary Donegan	TOI-5 Co-Chair
Carrie Eaton	TOI-3 Co-Chair
David Embrick	TOI-3 Co-Chair
Tim Folta	TOI-1 Co-Chair
Anne Gebelein	SL Competency Co-Chair
Lori Gresham	W Competency Co-Chair
Marc Hatfield	Registrar's Office
Oliver Hiob-Bansal	W Competency Co-Chair
Andy Jolly-Ballantine	TOI-4 Co-Chair
Adrienne Macki	TOI-1 Co-Chair
Gustavo Nanclares	Senate C&C Chair (Ex-Officio)
Mansour Ndiaye	CLAS Enrollment
Brandy Nelson	Communication & Coordination

Kamara Nyahuma	Undergrad Representative, Fall 2023
Jorge Paricio Garcia	TOI-1 Co-Chair
John Redden	TOI-6 Co-Chair
Carl Rivers	Registrar's Office
Erin Rizzie	TOI-6 Co-Chair
Erin Scanlon	TOI-6 Co-Chair
Stephanie Singe	TOI-5 Co-Chair
Sara Stifano	Q Competency Co-Chair
Jennifer Terni	SL Competency Co-Chair
Diego Valente	Q Competency Co-Chair
Olivia Viel	Undergrad Representative, Spring 2024
Sherry Zane	TOI-3 Co-Chair

CCC+ Subcommittee Membership, 2023-2024

TOI-1: Creativity: Design, Expression, Innovation	**TOI-2: Cultural Dimensions of Human Expression**
Tim Folta, MENT (Co-Chair)	Anne Borsai Basaran, COMM (Co-Chair)
Adrienne Macki, DRAM (Co-Chair)	Scott Campbell, ENGL (Co-Chair)
Jorge Paricio Garcia, ENGR (Co-Chair)	Michelle Cole, NURS (Co-Chair)
Kyle Booten, ENGL	Eileen Condon, NURS
Jeanne Ciravolo, ARTH	Christina Ross, NURS
Douglas Degges, ART	Noga Shemer, ANTH
Tom Doran, ENGL	Bhoomi Thakore, SOCI
Olga Glebova, CSE	Polya Tocheva, Law Library
Tiffany Kelley, NURS	
Alison Paul, ARTH	
Rogerio Victer, MENT	
Matt Worwood, DMD	
TOI-3: Diversity, Equity, and Social Justice	**TOI-4: Environmental Literacy**
Carrie Eaton, NURS (Co-Chair)	Emma Bojinova, ARE (Co-Chair)
David Embrick, SOCI/AFRA (Co-Chair)	Andrew Jolly-Ballantine, GEOG (Co-Chair)

Sherry Zane, WGSS (Co-Chair) Bede Agocha, AFRA Thomas Craemer, PP Sarah DeCapua, ENGL Janet Kim, MUSI Evan Lentz, PSLA Christin L. Munsch, SOCI Ryan Talbert, SOCI	Syma Ebbin, ARE Barbara Gurr, WGSS Morty Ortega, NRE Janet Pritchard, ART & ARTH Robert Thorson, ERTH Friedemann Weidauer, LCL
TOI-5: Individual Values and Social Institutions Tom Deans, ENGL (Co-Chair) Mary Donegan, URBN (Co-Chair) Stephanie Singe, KINS (Co-Chair) David Atkin, COMM Phil Birge-Liberman, URBN Bob Day, BUSN Melanie Newport, HIST Kenneth Perez, PSYC	**TOI-6: Science and Empirical Inquiry** John Redden, PNB (Co-Chair) Erin Rizzie, MATH (Co-Chair) Erin Scanlon, PHYS (Co-Chair) Rhonda Brownbill, NUSC Stacey Hanlon, MCB Nicole Kraus, PNB Sarira Motaref, CE Niluka Wasalathanthri, CHEM Roderick Wilson, EEB Arash Zaghi, CE
Writing Lori Gresham, PSYC (Co-Chair) Oliver Hiob, ENGL (Co-Chair) Sharon Casavant, NURS Elaine Choung-Hee Lee, KINS Nicole Fusco, EEB Danielle Gilman, ENGL Beth Ginsberg, POLS Heon Jeon, ENGL Sharon Lattig, ENGL	**Quantitative** Sara Stifano, COMM (Co-Chair) Diego Valente, PHYS (Co-Chair) Matthew Badger, MATH Robert Lupton, POLS Oleksii Mostovyi, MATH Jennifer Tufts, SLHS
Second Language Anne Gebelein, El Instituto (Co-Chair) Jennifer Terni, LCL (Co-Chair)	**"Plus" Members** Erin Ciarimboli, Advising Office Sarah Croucher, Provost's Office Marc Hatfield, Office of the Registrar (voting) Mansour Ndaiye, CLAS Enrollment Gustavo Nanclares, Senate C&C Brandy Nelson, Advising, Communication & Coordination Chair Carl Rivers, Office of the Registrar (non-voting)

Ad Hoc Subcommittee Members

Themes Subcommittee	Assessment Subcommittee
Pam Bedore, ENGL, CCC+ (Chair, Spring 2024)	Jamie Kleinman, PSYC, Assess. Fellow (Chair)*
Emma Bojinova, ARE (Co-Chair, Fall 2023)	Karen McDermott, CCC+ (Admin)
Mary Donegan, URBN (Co-Chair, Fall 2023)	Emma Bojinova, ARE
Karen McDermott, CCC+ (Admin)	Michelle Cole, NURS
Scott Campbell, ENGL	Jessica Malek, AH*
Bob Day, OPIM	Stephanie Singe, KINS
Anne Gebelein, El Instituto	Diego Valente, PHYS*
Marc Hatfield, Office of the Registrar	Rogerio Victer, MENT
Andy Jolly-Ballantine, GEOG	
Laura Mlyniec-Beam, Office of the Registrar	*These members, along with Erin Scanlon
Eduardo Urios-Aparisi, LCL	(PHYS) also reviewed hundreds of syllabi to
	ensure CC alignment prior to review by CCC+
	subcommittees.
Communication & Coordination Subcommittee	**Revision of Q Criteria Working Group**
Brandy Nelson, School of Business (Chair)	Sara Stifano, COMM (Co-chair)
Karen McDermott, CCC+ (Admin)	Diego Valente, PHYS (Co-chair)
Shoshana Armington, Engineering Advising	Matthew Badger, MATH
Rebecca Bacher, CLAS Advising	Shinae Jiang, CE
Nancy Bilmes, Career Development Center	Eric Loken, EPSY
Erin Ciarimboli, Undergraduate Advising	Annelie Skoog, MARN
Tom Deans, ENGL	Charles Towe, ARE
Lori Gresham, POLS	Yuping Zhang, STAT
Marc Hatfield, Office of the Registrar	
JP Lappen, Engineering Advising	
Amanda Wilde, Fine Arts Advising	
Suzanne Wilson, EDCI	
Faculty Navigators	**Course Grant Review Committee**
Ariana Codr, WGSS	Pam Bedore, ENGL, CCC+ (Chair)
Dwight Codr, ENGL	Phil Birge-Liberman, URBN
Michelle Cole, NURS	Anna Mae Duane, ENGL
Bob Day, OPIM (Former CA2 Co-Chair)	David Embrick, SOCI
Lori Gresham, PSYC (W Co-Chair)	Anke Finger, LCL
Frank Griggs, POLS	Matt Guthrie, PHYS
Oliver Hiob-Bansal, ENGL (W Co-Chair)	Tiffany Kelley, NURS
Andy Jolly-Ballantine, GEOG (TOI-4 Co-Chair)	Jessica Malek, AHS

Jessica Malek, AHS	Laurie McCarty, CETL
Nan Meng, LCL	Stephanie Singe, KINS
Jorge Paricio Garcia, ENGR (TOI-1 Co-Chair)	Rogerio Victer, MENT
Ricardo Salazar-Rey, HIST	
Erin Scanlon, PHYS (TOI-6 Co-Chair)	**Ad Hoc Grant Proposal Reviewers**
Brad Simpson, HIST	Emma Bojinova, ARE
Stephanie Singe, KINS (TOI-5 Co-Chair)	Alaina Brenick, HDFS
Diego Valenti, PHYS (Q Co-Chair)	Ellen Carillo, ENGL
Rogerio Victer, MENT	James Chrobak, PSYC
	Jeanne Ciravalo, ART & ARTH
	Ariana Codr, WGSS
	Michelle Cole, NURS
	Lindsay Cummings, DRAM
	Annamaria Csizmadia, HDFS
	Danielle Gilman, ENGL
	Beth Ginsberg, POLS
	Jamie Kleinman, PSYC
	Olivier Morand, ECON
	Nancy Naples, SOCI
	Sara Stifano, COMM

Appendix II

The CCC+ Subgroup for Communication recommends that skill codes attached to the course number would be redundant and unnecessary. Furthermore, we believe that it will diminish the student's perception of the need to always use the Academic Requirements Report and course descriptions. We have outlined two sections of concerns below regarding the impact on the transcript and the advising experience of students.

Concerns with Skill Codes on Transcript:
1. Adding skill codes to courses could be a source of confusion- as it has been in the past with the new skill code E. It is impossible to tell from the transcript if these all meet the same requirement. Here are three examples to consider:
    a. MARN 1004ESL, whereas others may have MARN 1004, MARN 1004E, or MARN 1004ESL on their record.
    b. PSYC 1100 001L could be perceived as a laboratory course in TOI 6.
2. Because there are many courses that meet major, minor, and core curriculum requirements, adding skill codes would complicate an official transcript that is already challenging for non-academics to read/understand. Here are three examples of courses and how they would be listed with the skill

codes:
    a. WGSS 2217WCD
    b. PHYS 1201QSL
    c. STAT 1000QWESL (This is also an example of how the skill codes can represent other common terms – English as Second Language)
3. Some of the proposed skill codes already exist in previous catalogs or are used to identify other course components. This would add to confusion for students seeking to return to the University to complete their degree requirements or for current students who may misread or understand the reference.
    a. D is used to identify discussion sections.
    b. L is used to identify laboratory sections.
    c. V is used to identify computer literacy.
4. Since the timeline for course review/approval for TOI may overlap multiple semesters, it will be essential to indicate what semesters a course/catalog year is approved for as a TOI, which adds an administrative burden and less flexibility if we add these codes to the transcript.
5. Additionally, by not having any notations on the transcript, if a course is approved as a TOI, it can quickly be added to the Academic Requirements Report, creating an immediate benefit to students. The change would not need to be delayed until the following catalog year when course numbers are updated.

Concerns with Impact to Advising:
6. In terms of student appreciation of what the codes represent, we feel this approach will diminish the goals of the new curriculum and reduce it to a set of letters they seek. Today, students simply look for Ws, without any thought of the course competency.
7. Students/advisors do not need skill codes in the course number to identify classes that meet particular requirements in the schedule of classes. There are already mechanisms in Student Admin that allow students to determine how a class fits into their general education requirements and how to search for these in the schedule. There is no need for another avenue to identify the courses.
8. The Academic Requirements Report is available and accessed in the same manner as the transcript. Therefore, it requires no more work than accessing a transcript.
9. An advising appointment cannot be fully completed by only reviewing a student's transcript because we could not depend on them to be accurate since TOI reviews are ongoing. Other supporting documents will always be necessary to guide the conversation since codes do not exist for requirements like major and minor courses on the transcript. However, an advising appointment can communicate degree completion progress by only reviewing the Academic Requirements Report.
10. Students should rely on the Academic Requirements Report to take ownership in working towards their degree progress. By making this the source for reviewing TOI completion, all advising appointments across UConn will consistently reinforce and educate students on the tool they should use to ensure degree completion.

11. The Academic Requirements Report should be the tool that faculty or professional advisors use to inform students of their degree completion.
12. The Academic Requirements Report protects faculty and professional advisors from misreading a transcript and providing students with inaccurate advising information.
13. Making skill codes readily available in the course number scheme could contribute to the "check a box" mentality. Students seek information in the course description in the catalog to intentionally select a course. Using skill codes could eliminate this process. Students will see the codes and register in coursework to "check the Core Curriculum" box, assuming they correctly identify them.

Appendix III

FAQs Document for Advising

Question: What is the abbreviation for new Common Curriculum?
Answer: While no one abbreviation has been set, those working with the curriculum daily often, write "CC" to shorten new Common Curriculum. When referring to the current General Education, we will refer to it as the former General Education to distinguish it from the new Common Curriculum.

Question: Why are we changing curriculums?
Answer: UConn, like all universities, updates its curriculum regularly to prepare students for the challenges of our time. The new Common Curriculum, developed and informed by faculty, staff, and students, offers several advantages over the former General Education requirement:

- It foregrounds student agency, providing more choices for students to pursue their general interests (6 across and 3 deep instead of a 2x4 grid),
- It aims to develop the skills students need to address the challenges and opportunities they will face as citizens and leaders in a rapidly changing, global society (interdisciplinary topics of inquiry instead of siloed content areas), and
- It takes both current and new elements and reimagines them in a more cohesive and streamlined design.

Question: How is this being considered at all campuses?
Answer: The new Common Curriculum team is working with regional campuses to ensure they have adequate course offerings for each of the new TOIs. The CC Chair will host advising and faculty workshops at each of the regional campuses in Fall 2024 and again as needed. Faculty Navigators at the regional campuses are also working towards implementing and planning for this transition.

Question: What are the important dates for the new Common Curriculum?
Answer: While the timeline has many milestones, here are a few highlights.

- **Fall 2024 Tools for Communicating new Common Curriculum:** Communication guidelines will be provided in Fall 2024 to show some consistency around the New Common Curriculum.
- **Winter 2025 Requirements by Schools/Colleges:** By early Spring 2025, all catalog changes due to the impact of the new Common Curriculum on Schools/Colleges requirements and courses will be determined.
- **Spring 2025 The new Common Curriculum Requirements:** Content will be ready in detail by early Spring 2025 for orientation and advising as students prepare for Fall 2025.
- **Fall 2025 Former General Education and New Common Curriculum Both Active:** Starting in Fall 2025, there will be students in both the former General Education and new Common Curriculum. Students admitted before Fall 2025 can advance to the new Common Curriculum. Students admitted in Fall 2025 will not be able to change to the former General Education. Former General Education will remain active for the next four to eight years as students admitted before Fall 2025 complete their degrees.

The following questions address how students will engage with the new Common Curriculum. They have been written to address early questions we anticipate staff and faculty will need to be prepared to answer.

Question: Who can opt into the new Common Curriculum?
Answer: It will be available starting Summer 2025, so any continuing students or readmitted students active *after* Spring 2025 are able to switch from the former General Education to new Common Curriculum requirements.

Question: I have heard that students' catalog year will not change for the new Common Curriculum. Is that true?
Answer: This is true, but only for the new Common Curriculum. This means students may have a different catalog year for their School/College requirements for the major. The Registrar's staff will provide detailed information on how to assess the difference for students, staff, and faculty as we get closer to Fall 2025. "All students entering the University of Connecticut or changing school or college within the University are expected to complete the new Common Curriculum of the academic year in which they enter the University. " 2022-11-Proposed-Common-Curriculum-By-Laws.cleancopy.pdf (uconn.edu)

Question: How can I talk to students about the new Common Curriculum?
Answer: Here is a framework on how you can begin to build towards helping students learn about the change from the former General Education to new Common Curriculum. "Ideally, the *new* Common Curriculum does not stand alone but instead provides a foundation for future learning of students in their majors and future careers. It is vital to the University's mission that a balance between professional and

general education be established and maintained in which each is complementary to and compatible with the other." Learn more at: About | *New* Common Curriculum for Leadership and Global Citizenship (uconn.edu)

Question: What are the requirements of the new Common Curriculum?
Answer:
- Topics of Inquiry | *New* Common Curriculum for Leadership and Global Citizenship (uconn.edu) The Topics of Inquiry are replacing the current Content Areas. There is no increase in the number of courses needed to fulfill the current former General Education requirements. We do not yet have the full list of which courses fulfill each TOI but expect that information to be available by Spring 2025.
- Competencies | *New* Common Curriculum for Leadership and Global Citizenship (uconn.edu) The competencies (Q, W, and Second Language) will not be changing from the current curriculum.
- Student Guidelines for Themes | New Common Curriculum for Leadership and Global Citizenship (uconn.edu) In addition to one course in each of the 6 Topics of Inquiry, students must complete one area of focus (3 courses). Each TOI is considered an area of focus. By the time the new Common Curriculum is implemented, faculty will also have developed themes of courses around an idea that can be used to accomplish an area of focus.

Question: How will students, staff, and faculty know if a student is completing the former General Education or new Common Curriculum?
Answer: Students and advisors will be notified exactly where to look in Student Admin to know confidently if a student is following the new Common Curriculum or the former General Education. Students admitted prior to Fall 2025 must choose either the new Common Curriculum or the former General Education. They cannot do both.

Question: Are students graduating before Summer 2025 able to declare and complete the new Common Curriculum in place of the former General Education?
Answer: Students graduating in Spring 2025 cannot utilize the new Common Curriculum. Students graduating in Summer 2025 may be able to change into the new Common Curriculum. They should work with their School/College to determine the impact.

Question: Can students who will still be active undergraduates after Summer 2025 change to the Common Curriculum when it becomes effective?
Answer: Yes, this will be possible. By Summer 2025, students and advisors will be notified of the process to move from the former General Education to the new Common Curriculum. Students will not be able to choose between completing parts of both curriculums.

Question: Where can I find a list of courses approved for TOIs?

Answer: This list is available on the [website for the new Common Curriculum](#). You will start to see announcements through the advising list when this list is publicly available.

Question: I am interested in learning more information about the courses and opportunities for proposing/creating courses in the new Common Curriculum.
Answer: Please navigate to this website to learn more about the following topics: [Faculty Resources | *New Common Curriculum for Leadership and Global Citizenship (uconn.edu)*](#)

- o   Who can I talk to for support?
- o   How do I propose or update courses?
- o   What funding opportunities are available for course development?
- o   Timeline for Courses and Catalog Proposals:
    - ▪   In Fall 2023, Content Area courses from the former General Education curriculum were submitted for transition to TOIs in the new Common Curriculum. They will be fully reviewed by Spring 2025.
    - ▪   In Summer 2024, 90+ new and revised courses supported by Provost Grants will be prepared for inclusion in the new Common Curriculum. They will be fully reviewed by Spring 2025.
    - ▪   Over the 24-25 Academic Year, the CCC+ Senate committee will be evaluating the enrollment capacity of courses and offerings across the undergraduate campuses.
    - ▪   All catalog changes for the 25-26 Undergraduate Catalog are due by February 5, 2025. Courses must have all their approvals by this date to be included, so plan accordingly to ensure courses have time to make it through all required committee reviews.

Question: If I have questions, where do I direct questions or seek more information?   (Please help us provide answers to your pressing questions by letting us know what else is on your mind. If we do not have answers ready, we will keep track of your question and provide a response when we do have that answer.)
Answer: commoncurr@uconn.edu