

CCC+ Bylaw Change Proposal
~~12.2.2024~~[12.2.2024](#)

As the CCC+ has worked to implement the guidelines and bylaws for the new Common Curriculum passed at the Senate special session on 11.14.2022, committee members have considered several bylaw changes that will smooth the launch of the new Common Curriculum in Fall 2025.

Please find here proposals to change the CC Bylaw language about:

1. TOI Clean-up (TOI-6 lab requirement and Focus Area language)
2. 40-credit requirement (added for compliance with NECHE accreditation)
3. Reserve caps (add 25% availability for 1000-level courses)
4. Catalog year (clarify language around additional flexibility)
5. CC exemption for transfer-oriented students (add narrow additional exemption)
6. CCC+ membership (add Themes)

This proposal was unanimously approved by CCC+ on 11.11.2024 and by Senate C&C on 11.20.2024. [It was presented to the Senate at the 12.2.2024 meeting.](#)

1. TOI-6 CLEAN-UP

Background:

In the Common Curriculum Guidelines discussed at the 11.14.2022 Senate special meeting that approved the CC, TOI-6: Science and Empirical Inquiry includes a special note.

In the Section, TOI Operating Principles, Item 8 states:

Students must complete at least one laboratory course in TOI-6 (see TOI-6 for definition of laboratory class). This does not restrict courses outside TOI-6 from having laboratories, nor does it limit TOI-6 courses to be only laboratory courses.

Although this was in the guidelines and was discussed at the special meeting, it was inadvertently omitted from the bylaws.

As the work on Focus Areas has been undertaken, it has been noted that the bylaws state that students must take three courses in a focus area; given that there are one-credit CC courses, this could result in only three credits. This should be nine credits.

In working on these changes, various committees noticed excess verbiage around Themes.

The CCC+ therefore proposes the following amendment to clarify the Senate bylaws:

Section II.C.2.a
Topics of Inquiry

Current Bylaw Language:

Topics of Inquiry

Students must pass at least three credits of coursework in each of six Topics of Inquiry (TOI): TOI-1—Creativity: Design, Expression, Innovation; TOI-2—Cultural Dimensions of Human Experiences; TOI-3—Diversity, Equity, and Social Justice; TOI-4— Environmental Literacy; TOI-5—Individual Values and Social Institutions; and TOI-6— Science and Empirical Inquiry. At least one course must be passed in each Topic of Inquiry (some courses fulfill two). Students must also satisfy a Focus requirement, by either successfully completing three courses in a single Topic of Inquiry or all requirements of at least one Theme. Students may also take a set of courses that comprise a faculty-designed Theme spanning multiple disciplines. Themes are recommended but not required. Topic of Inquiry courses may be counted toward the major.

Proposed Bylaw Language:

Topics of Inquiry

Students must pass at least three credits of coursework in each of six Topics of Inquiry (TOI): TOI-1—Creativity: Design, Expression, Innovation; TOI-2—Cultural Dimensions of Human Experiences; TOI-3—Diversity, Equity, and Social Justice; TOI-4— Environmental Literacy; TOI-5—Individual Values and Social Institutions; and TOI-6— Science and Empirical Inquiry **(Students must complete at least one laboratory course in TOI-6)**. At least one course must be passed in each Topic of Inquiry (some courses fulfill two). Students must also satisfy a Focus requirement, by **either** successfully completing **three courses at least nine credits in either** a single Topic of Inquiry or **all requirements of at least one Theme**. **Students may also take a set of courses that comprise in** a faculty-designed Theme spanning multiple disciplines. **Themes are recommended but not required**. Topic of Inquiry courses may be counted toward the major.

2. 40-CREDIT REQUIREMENT

Background:

It was recently discovered that there is a very narrow path (in the current general education curriculum as well as in the Common Curriculum) where a student might complete the general education requirements without meeting the 40 credits of general education courses required by NECHE.

In order to ensure compliance with our accreditor, the CCC+ recommends clarifying the language around First-Year Writing to ensure it counts towards the 40 credits and adding a line to the bylaws and the advisement report.

Section II.C.2.b

Competencies

Current Bylaw Language:

The Common Curriculum includes competencies in quantitative skills, second language proficiency, and writing. Two additional competencies--information and digital media literacy and dialogue--are infused across the Common Curriculum within TOIs. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language Competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other than English. Writing Competency is established by passing two courses that are designated for this purpose as W courses, one of which must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

Proposed Bylaw Language:

The Common Curriculum includes competencies in quantitative skills, second language proficiency, and writing. Two additional competencies--information and digital media literacy and dialogue--are infused across the Common Curriculum within TOIs. Quantitative Literacy is established by completing two courses that are designated for this purpose as Q courses. One Q course must be a MATH or STAT course. Second Language Competency is established by passing either 1) the third-year high school level course in a language other than English or 2) the second semester course in the first-year sequence of college level study in a language other than English. Writing Competency is established by passing the First-Year Writing requirement (ENGL 1007 or 1010 or 1011) and two courses that are designated for this purpose as W courses. One of the W courses must be in the major field of study at the 2000-level or above. First-year writing courses are prerequisites for W courses.

Courses

Current Bylaw Language:

A course may be approved to satisfy one or two Topics of Inquiry. Students may use a course that has multiple TOI designations to fulfill the TOI requirements for which the course has been approved, if the regulations listed in II.C.2.a. Topics of Inquiry are met. Courses at the 2000-level or above may combine Quantitative and Writing Competency designations. Courses with Quantitative and/or Writing Competency designations may also be approved for Topics of Inquiry.

Proposed Bylaw Language:

A course may be approved to satisfy one or two Topics of Inquiry. Students may use a course that has multiple TOI designations to fulfill the TOI requirements for which the course has been approved, if the regulations listed in II.C.2.a. Topics of Inquiry are met. Courses at the 2000-level or above may combine Quantitative and Writing Competency designations. Courses with Quantitative and/or Writing Competency designations may also be approved for Topics of Inquiry.

All students must complete a minimum of 40 credits of coursework approved for the Common Curriculum.

3. RESERVE CAPS

Background:

At the 11.14.2022 Senate special meeting, 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+ prepared for implementation of the new Common Curriculum, two questions arose around the practice of reserving seats for majors for general education classes:

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.

In Spring 2024, 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 as advisory to students (and this could be accomplished through advising and/or clearer catalog copy). In most cases, far less than 50% of seats are 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.

In Fall 2024, the CCC+ prepared a report of anticipated enrollment capacity by TOI. All areas appear to have adequate capacity.

Therefore, the CCC+ recommends a change to the bylaws that allows for 25% reserve capacity in 1000-level Common Curriculum courses.

The CCC+ will do a full review of this policy in Fall 2028, when we have three years of data on Common Curriculum course enrollments.

A smaller point of clarification is a change in language for 2000-level courses. The 50% reserve cap is across sections rather than within sections, since it is allowable for a class to gather majors into a specific lecture or discussion section, as long as at least that many seats are also available for the general student population.

Further, it has been determined that the “+” in “2000+-level or above” is redundant.

In response to comments at the presentation of the motion to the Senate, the CCC+ changed the language to passive voice in order to clarify that for cross-listed courses, it is not permissible for each unit to reserve the maximum number of seats available.

Current Bylaw:

II.C.2

c. Courses

No academic unit may set enrollment bars or priorities for its own students for any Common Curriculum course, with the following exceptions:

- An academic unit may reserve any percentage of seats for its own students in a 2000+ level or above W course that is not also approved for a TOI.
- An academic unit may reserve a maximum of 50% of capacity for its own students in any section of a 2000-level or above course.

Proposed Bylaw:

II.C.2

c. Courses

No ~~academic unit may set~~ enrollment bars or priorities ~~for its own students~~ may be set for any Common Curriculum course, with the following exceptions:

- ~~An academic unit may reserve any~~ Any percentage of seats ~~for its own students~~ may be reserved in a 2000+ level or above W course that is not also approved for a TOI.
- ~~An academic unit may reserve a~~ A maximum of 50% of capacity ~~for its own students in any section of~~ may be reserved in a 2000-level or above course.
- ~~An academic unit may reserve a~~ A maximum of 25% of capacity ~~for its own students~~ may be reserved in a 1000-level course.

AMENDED during February 3, 2025 Senate Meeting:

No academic unit may set enrollment bars or priorities for its own students for any common curriculum course, with the following exceptions:

- ~~An academic unit may reserve any~~ Any percentage of seats ~~for its own students~~ may be reserved in a 2000+ level or above W course that is not also approved for a TOI.
- ~~An academic unit may reserve a~~ A maximum of 50% of capacity ~~for its own students in any section of~~ may be reserved in a 2000-level or above course.
- ~~An academic unit may reserve a~~ A maximum of 25% of capacity ~~for its own students~~ may be reserved in a 1000-level course.

Amendment Passed: 43 YAY 17 NAY 6 ABSTAIN

4. CATALOG CHANGE

Background:

In the bylaw change approved at the 11.14.2022 special session of the Senate, bylaw language was approved to ensure that students changing school or college could complete the general education requirements under which they entered the university (ie. GE rather than CC). As we approach the launch of the CC, two additional questions have come up that are not explicitly answered in the bylaws:

1. Are students who entered the university on the GE curriculum allowed to choose CC? The answer to that, given as part of discussion at the 11.14.2022 Senate meeting, is Yes. It is a long-standing practice that students may always choose a newer plan of study for any requirement (general education, major, minor, etc.).
2. If a student chooses to move their catalog year forward to CC, will this automatically move their major/minor catalog year forward as well? This was not asked at the 11.14.2022 Senate meeting, but it is widely understood that the plans of study are now separate, given that moving to a new school or college does not automatically move a student to a new GE catalog year.

Although it is not essential that all questions be answered in the bylaws, the CCC+ Chair has received these questions often enough to suggest that it would be helpful to update the bylaws to clearly articulate all new practices prompted by the change of bylaw approved 11.14.2022 that will be adopted Fall 2025.

The CCC+ therefore recommends the following change to the bylaws:

Current Bylaw Language:

II.C.2.c
Courses

All students entering the University of Connecticut or changing school or college within the University are expected to complete the Common Curriculum of the academic year in which they enter the University.

Proposed Bylaw Language:

Undergraduate students are expected to complete the general education of the catalog year in which they enter the University (regardless of school/college change after matriculation), though they are always free to choose a newer the current catalog year. Students may have separate catalog years for general education requirements and program requirements.

Upon readmission following a separation noted as withdrawal, cancellation, dismissal, or suspension, undergraduate students are expected to follow the catalog year of re-entry.

5. CC EXEMPTION FOR TRANSFER-ORIENTED STUDENTS

Background:

Some programs within the CT State Community College system are designed for students planning to transfer to UConn. The general education requirements for these programs are very similar to UConn's General Education curriculum. In ensuring a smooth transition and timely graduation for CTSCC students in transfer-oriented degrees, the CCC+ considered adding a narrow addition to the bylaw language on exemptions from the CC. The transfer-oriented degrees will be listed in the Transfer Policy that is regularly reviewed by the Scholastic Standards Committee (SSC).

The CCC+ therefore proposes the following amendment to the Senate bylaws:

Section II.C.2c
Common Curriculum
Courses

Current Bylaw Language:

Undergraduate students with bachelor's degrees from institutions that have been accredited by regional accreditation agencies (e.g. NECHE) are exempt from the Common Curriculum Requirements.

Proposed Bylaw Language:

Undergraduate students with bachelor's degrees from institutions that have been accredited by regional accreditation agencies (e.g. NECHE) are exempt from the Common Curriculum Requirements. Undergraduate students with associate degrees from CT State Community College that are designated as "transfer-oriented" within the Transfer Policy are exempt from the Common Curriculum Requirements.

6. CCC+ MEMBERSHIP

Background:

During the transition from general education (GE) to the Common Curriculum (CC), the CCC+ has recognized the need for a Themes subcommittee to oversee proposals to add, revise, and delete Themes. The initial work of setting up policies and procedures for themes and of reviewing pilot proposals has been done by an ad hoc committee. As of Spring 2025, we expect to have sufficient Themes proposals to justify a permanent committee with two co-chairs and 5-10 subcommittee members.

The CCC+ therefore proposes the following amendment to the Senate bylaws:

Section II.C.2d
Common Curriculum
Oversight

Current Bylaw Language:

The CCC appoints members to Topic of Inquiry and Competency subcommittees. Subcommittees are chaired by voting members of the CCC and are representative of schools and colleges. Each subcommittee must review and recommend courses for inclusion, removal, and revision in their respective area.

Proposed Bylaw Language:

The CCC appoints members to Topic of Inquiry, **and** Competency, **and Theme** subcommittees. Subcommittees are chaired by voting members of the CCC and are representative of schools and colleges. Each subcommittee must review and recommend courses for inclusion, removal, and revision in their respective area.

**Motion Passed as Amended:
65 YAY 3 NAY 4 ABSTAIN**