General Education Oversight Committee (GEOC)
Common Curriculum Committee+ (CCC+)
Chair: Pamela Bedore
Program Support: Karen Piantek McDermott
Annual Report to the Senate
4.25.2023

Executive Summary

AY 2022-23 marks the beginning of a transitional time within UConn's General Education curriculum. After several years of deliberation and consultation, the Senate C&C and GEOC presented the new Common Curriculum for Leadership and Global Citizenship (by-law change and implementation plan) at a special session of the University Senate on November 14, 2022. Both documents were approved, leading to a renaming of the body overseeing general education from General Education Oversight Committee (GEOC, Fall 2022) to Common Curriculum Committee Plus (CCC+, Spring 2023).

An expanded GEOC/CCC+ has met biweekly through the academic year. In preparation for the launch of the new Common Curriculum in Fall 2025, three new ad hoc subcommittees have formed: the Streamlining subcommittee, the Themes subcommittee, and the Communications and Coordination subcommittee. The GEOC/CCC+ chair has met with stakeholders across the university to communicate about the new Common Curriculum and to attempt to anticipate questions and challenges. Key personnel has also been put in place to facilitate the transition.

GEOC/CCC+ has three other initiatives underway:

1. The TRUCK (Temporary Relief for Untying Curricular Knots) has been adopted;
2. The Seal of Biliteracy proposal was presented at the 4.3.2023 Senate meeting and will be voted on at the 5.1.2023 meeting; and
3. The Revision of Q Criteria has been deferred and is slated for completion in AY 2023-24.

In the meantime, the nine subcommittees dedicated to reviewing the Content Areas and the Competencies have continued the work of providing oversight of the existing curriculum.

TRANSITION TO COMMON CURRICULUM

With special thanks for Karen Piantek McDermott, the CCC website is now live at www.commoncurriculum.senate.uconn.edu.

Streamlining Subcommittee

The ad hoc Streamlining Subcommittee was formed in Spring 2023 and was charged with the following:

- Develop process and form for moving courses approved for Gen Ed Content Areas into Common Curriculum Topics Of Inquiry,
- Identify revisions to CAR form for new CC courses, and
- Make recommendations for making the period of time with CA and TOI courses as smooth as possible.

The Streamlining subcommittee is chaired by Pamela Bedore. It met eight times during the Spring semester and has made substantial progress on all three of its charges.

The Streamlining subcommittee designed a course migration progress for the 694 courses currently approved for Content Area and E designation. This process does not require a Course Action Request (CAR) form, but rather a spreadsheet of all courses taught by a unit along with syllabi that clearly indicate the courses fulfill the learning objectives of the new TOIs.

The course migration process is now live. At this point, the CCC+ has operationalized the Streamlining subcommittee suggestions by:

- Revising the TOI criteria language for smoother operation,
- Sending the 70 spreadsheets for the 694 Content Area courses to department heads and curriculum chairs along with several resources (an informative email, a syllabus checklist, a syllabus template),
- Holding two CC info sessions (25 attendees at each, very cordial, productive conversation),
- Scheduling meetings with several departments to discuss the migration, and
- Giving a deadline of November 1, 2023.

Faculty members preparing their course migration spreadsheets have several resources to assist them:

- The CCC Website
- The Faculty Assessment Fellow
- The Faculty Navigators
- Faculty Workshops (in development)

The Delta2GenEd Working Group (D2GE) identified two competencies to be infused throughout the curriculum: 1) Dialogue and 2) Information, Digital, & Media Literacy. These are encouraged in the course migration process, but the Streamlining subcommittee has determined that more resources need to be developed to support these competencies before their inclusion in all courses can be reviewed by the CCC+.

In addition, the Streamlining subcommittee has drafted a series of changes to the CAR form in order to allow for the proposal of new and revised CC courses. The CCC+ committee has determined that new TOI courses will be considered for a CA designation as well. The TOI subcommittees agreed to do this extra approvals work, since it will significantly smooth the transition period during which General Education and Common Curriculum will both be active (Fall 2025- Summer 2028 in particular).

A group of CAR users will meet with UITS in May to discuss updates.

Themes Subcommittee

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 is co-chaired by Mary Donegan and Emma Bojinova. It met four times during the Spring semester and began work on all three of its charges. Both the draft form and the two FAQs are in development. The subcommittee also made decisions on several key guidelines and criteria for the proposal and management of Themes. In particular:

1. Themes will not appear on student transcripts.

2. Themes should be designed with more than one TOI included, but students may choose courses all in the same TOI.
3. Themes should contain a minimum of three classes and maximum of seven, although the inclusion of at least four classes is highly recommended.
4. Themes are not required to cross schools or colleges, but at least two departments or units (i.e. subject codes) should be represented. Cross-listed courses can fulfill this requirement.
5. "Closed" Themes (i.e. Themes open to only certain students) are not allowed.
6. Schools and colleges can require courses in a Theme but they cannot require a Theme.
7. At least three courses in a Theme must be offered every year or every other year (i.e. within 4 semesters) on a particular campus.
8. Substitution of courses within a Theme will not be allowed.

The group also suggested that CCC+ should have a standing Themes-specific subcommittee that would be responsible for reviewing and approving Themes and checking them for continued compliance. There was some concern about creating Themes that students could not reasonably complete in four years based on the availability of classes, so the group felt that there needed to be careful oversight of this.

Other considerations are:

- The approval process before a Theme gets to CCC+
- Who will have ownership of a given Theme
- How we will manage the overlap of various Themes and how we might manage "turf wars" over various Theme topics
- The complications and complexities of proposing and managing regional campus-based Themes
- How the Registrar's Office will manage and track Themes
- Where students will be able to find current lists of Themes and the courses in them
- Whether or not Variable Topics classes be included in a Theme

Overall, the group has made significant progress in fulfilling their charge in only four meetings. They plan to meet every two weeks during the Fall 2023 and will aim to have all guidelines, forms, and FAQs complete by November 1, 2023.

Communication & Coordination Subcommittee

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 three times in the Spring before mid-April and began its work with a focus on the first charge. In particular, the group began to create a grid that tracks various stakeholders that need to be kept in the loop and what information those stakeholders need to know. The group is working on putting together informational documents that can be sent to various departments on campus. Some stakeholders the group identified are as follow:

- New Undergraduate Fall 2025 Students
- Prospective Students
- Community Colleges
- Early College Experience (ECE)
- Employers
- Parents
- UConn Advisors
- UConn Admissions
- UConn Faculty
- UConn General Staff

Some particular areas the group flagged are as follows:

- Transitioning Early College Experience (ECE) courses is a priority since incoming students will be taking these courses as of next year.
- Communicating course transitions to the Community Colleges as soon as they are available is also a priority.
- Multiple informational documents for various audiences and offices need to be created, ranging from very general information (e.g. for the visitor's center) to much more detailed information (e.g. for advisors, etc).
- There may be a potential issue of legacy information and what people might get if they Google "Gen Eds at UConn." Search engines need to direct people to the right places. Also schools, colleges, and departments must make sure they are updating their own internal websites.
- There was discussion of the extent to which the CC website and other materials should also be promotional as opposed to strictly informational.

The group will begin developing materials during Summer 2023 and plans to meet regularly during Fall 2023.

Chair Meetings

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

- The Provost's Office
- The Office of Assessment
- The Registrar's Office
- The CLAS C&C chair

Meetings with several groups:

- CLAS C&C
- CLAS Associate Deans and Department Heads
- ENGL 1007 class (3 sections)
- Future of Learning subcommittee on student success
- School and College C&C chairs

Introductory meetings with individuals from several offices:

- Advising
- Career Center
- CETL
- Early College Experience
- Honors
- Student Success
- Summer/Winter Programs
- Transfer Office

Personnel
Key personnel has been identified to fill specific roles in the transition to the Common Curriculum as per the Implementation Plan passed at the Senate on 11.14.2022.

This includes:

- Moving the Administrative Program Support position from half-time to full-time. We welcomed Karen Piantek McDermott to a full-time position in the Senate Office.
- Selecting an Assessment Fellow: Jamie Kleinman, Psychology
- Selecting 16 Faculty Navigators to support faculty in the migration, revision, and development of courses.

Faculty Navigators
The Senate Nominating Committee and CCC+ Chair have made offers to 16 applicants for a faculty navigator term May 1, 2023-April 30, 2024. The faculty navigators bring a number of strengths.

Six are current or incoming CCC+ members:
Bob Day (OPIM) – TOI 5
Lori Gresham (PSYC) and Oliver Hiob-Bansal (ENGL) – W, joint application
Andy Jolly-Ballantine (GEOG) – TOI 4
Jorge Paricio Garcia (ENGR) – TOI 1
Erin Scanlon (PHYS) – TOI 6
Diego Valenti (PHYS) – TOI 6

Six are members of departments with a large number of courses to migrate:
Ariana Codr (WGSS)
Dwight Codr (ENGL)
Frank Griggs (POLS)
Nan Meng (LCL)
Ricardo Salazar-Rey (HIST)
Brad Simpson (HIST)

Four fill out representation from the schools and colleges:
Jessica Baudet Malek (Allied Health)
Michelle Cole (Nursing)
Stephanie Singe (Kinesiology)
Rogerio Victer (Management & Entrepreneurship)

The plan was initially to have 12 navigators in Year 1, moving to 15 in Year 2 and 18 in Year 3. Given that we have a great deal of work to accomplish this year and we had a strong applicant pool, we reallocated funds with the provost's permission.

We will seek one more navigator from School of Fine Arts. The Faculty Navigators will meet as a group before the end of semester. They will each do 200 hours of work in this position with the option of getting a strong start over the summer.

Professional Development Opportunities
All CCC+ members and Faculty Navigators have been invited to take advantage of two professional development opportunities:

1. Attendance at UConn's one-day Assessment Institute in May 2023
2. Attendance at James Madison University's week-long virtual Assessment 101 Institute in June 2023

INITIATIVES

TRUCK Form

Fall 2022 saw the creation of the Temporary Relief for Untying Curricular Knots: Bulk Minor Curricular Action Request Form (TRUCK). In an effort lead by Stephen Stifano (Chair, CLAS C&C), an ad hoc group that included Pamela Bedore and Karen McDermott (GEOC), Suzanne Wilson (Senate C&C), Marc Hatfield (Office of the Registrar), and Cheryl Galli (University Senate) met and developed the form and associated materials. The form was created in response to faculty requests for an expedited process to make similar small revisions to multiple (more than 5) courses without having to fill out a full Curricular Action Request (CAR) form for each one. In this case, "small" was defined as largely editorial or cosmetic changes that did not significantly change a course's name, content, level, number of credits, or general education components. Any courses requesting changes that fundamentally altered any of these five components of a course were still required to use the traditional CAR form.

To date Economics (ECON) and Philosophy (PHIL) have taken advantage of the TRUCK form to make prerequisite changes to some of their courses. An unintended benefit of the form was that it allowed curriculum committees to flag potential issues with some of the broad-stroke revisions much sooner than they might have if they had to review multiple CARs.

The TRUCK is only temporary, however, since Courseleaf, a new curricular management system, will be implemented within the next two years by the registrar's office. TRUCK will sunset when Courseleaf is officially fully implemented.

Seal of Biliteracy Proposal

Students currently fulfill the Second Language Competency of General Education by either completing a third-year high school level course in a language other than English or the second semester course in the first-year sequence of college level study in a language other than English.

In 2017, the Connecticut State Seal of Biliteracy was established to recognize public high school graduates who have attained a level of proficiency in English and one or more other languages (Public

Act 17-29, signed by CT governor 6.6.2017). The Seal of Biliteracy has been adopted in 49 states and in Washington DC. Four universities similar to UConn now accept it:

- Indiana University
- University of Utah
- University of Illinois - Urbana-Champaign
- University of Maryland

Given that the Seal of Biliteracy involves a validated test equivalent to the second semester course in the first-year sequence of college level study, the CCC+ proposes to add this option as a means of satisfying the Second Language Competency of General Education. The Senate will vote on this proposal at the 5.1.2023 meeting.

Revision of Q Criteria

The revision of Q criteria was suspended this AY, but will be given to a Q working group for completion in AY 2023-24.

GENERAL EDUCATION

The General Education Oversight Committee (GEOC) is formally a subcommittee of the Senate Curricula and Courses Committee. GEOC is charged with:

1. proposing to the Senate goals and objectives of the Content Areas and Competencies;
2. proposing policy regarding the University-wide General Education program;
3. reviewing proposals for including, revising, deleting, and offering in intensive sessions of four weeks or less, courses that are in the General Education Curriculum;
4. reporting on enrollment in courses in the General Education Curriculum and how the courses are staffed;
5. monitoring courses in the General Education Curriculum to ensure that they continue to meet curricular goals and objectives approved by the Senate, and recommending removal of courses from the General Education Curriculum that no longer meet these criteria; and,
6. reviewing the General Education Curriculum to ensure that its goals and objectives are aligned with the academic plan of the University.

The routine duties of the General Education Oversight Committee (GEOC) include the following:

- review proposals to add courses to, delete courses from, and revise courses within, the General Education Curriculum;
- review proposals to teach General Education courses during intensive session;
- monitor course capacity, substitutions, transfers, and adjustments;
- fund innovative proposals in the Provost's General Education Course Enhancement Grant Competition;
- assess whether the goals of General Education Curriculum components are met; and
- consider whether selected courses within the curriculum are aligned with the University's criteria for General Education courses.

GEOC is a faculty committee. Voting members are typically assigned to be chairs or co-chairs of one of the nine GEOC Subcommittees, each corresponding to a content area or competency in the General Education curriculum. GEOC also has an undergraduate student member and five non-voting ex-officio

members, each representing one of: the First Year Writing (FYW) Program, the Quantitative Center, the Writing Center, the Senate C&C, and the five Social Justice, Diversity, and Intersectionality Institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program. During the AY 2022-2023 Chair Bedore attended Senate C&C meetings as ex officio member.

General Education Course Portfolio

As of the 4.3.2023 University Senate meeting, the General Education curriculum now contains courses bearing 996 content area designations; 574 writing designations; 86 quantitative designations; 41 second language competency designations; and 85 Environmental Literacy designations (Table 1). General Education courses have continued to grow and evolve at UCONN even as planning and preparation for the new Common Curriculum has been underway.

Only a few courses that fulfill the SL Competency have been added in recent years. This is not surprising given that SL courses only need to be elementary level and are limited by the number of languages that UCONN is able to offer. That being said, the Second Language competency requirement can be completed by taking classes in the wide variety of languages currently offered at the University of Connecticut's Departments of Literatures, Cultures, and Languages and Linguistics, including American Sign Language, Arabic, Chinese, Italian, French, German, Greek (Modern and Ancient), Hebrew, Irish, Japanese, Korean, Latin, Portuguese, or Spanish.

Other areas that have seen little growth historically are CA3, CA3-Lab, and Q. While most content areas and competencies have added dozens of new courses over the years, UCONN has added very few courses in each of these areas (CA3, CA3-Lab, and Q) in the last decade or so. In some ways, this is also not surprising, as courses in these three areas often cover basic-level information or skills (i.e. Many course titles in these areas include the words "General," "Fundamentals," or "Introduction.").

The table below breaks down the courses in each content area and competency by level (1000- and 2000-level versus the total). It is worth noting that while the majority of content area courses are 1000- or 2000-level, there are a significant number of 3000-level content area courses available. Until recently there were no 4000-level non-W courses, but two courses—both EL courses–were recently added: ARE 4438E and NURS 4250E. One 5000-level W course exists in EEB, and one 5000-level CA4 graduate course exists as well so that undergraduates taking the grad-level version of AH 2330 course can get general education credit.

A particularly interesting trend this AY year was an across-the-board surge in 2000-level courses. While the number of 1000-level courses largely remained the same, almost all areas saw a 1-4% increase in 2000-level courses, including content areas, competencies, and EL. This was due to both the addition of new 2000-level courses as well as a number of departments that engaged in course renumbered efforts to move their 3000-level courses down to 2000-level courses. Past annual reports have noted the need for more 2000-level courses, so this increase is a welcome expansion of courses at this level.

Table 1. Distribution of General Education courses as of the April 2023 University Senate meeting.

Content Area/Competency	1000-level courses	2000-level courses	Total # of courses	Percent at 1000-level	Percent at 2000-level

CA1 Arts & Humanities	121	129	372	33%	35%
CA2 Social Sciences	58	37	136	42%	27%
CA3 Science & Technology	31	14	47	65%	29%
CA3 Science & Technology – Lab	31	2	33	94%	6%
CA4 Diversity & Multiculturalism	36	62	197	18%	31%
CA4 Diversity & Multiculturalism-Int'l	66	58	211	31%	27%
Total content area courses	**343**	**302**	**996**	**34%**	**30%**
Q Quantitative Competency	39	28	86	45%	33%
Second Language	41	0	41	100%	0%
W Writing Competency	30	135	574	5%	23%
Total competency courses	**110**	**163**	**701**	**16%**	**23%**
E Environmental Literacy	**17**	**38**	**85**	**20%**	**45%**
TOTAL	**469**	**495**	**1773**	**26%**	**28%**

Please note that the number column totals above exceed the total number of actual courses in the curriculum because some courses have multiple designations or cross-listings.

Course Review

As of April 2023, GEOC/CCC+ received 76 individual course proposals (68 fewer than last year) and processed 61 of them. These proposals have thus far resulted in the addition of 18 new courses, the revision of 41 existing courses, 1 course deletion, and 1 course approved for intensive session offering. Fifteen course proposals are still in the GEOC/CCC+ review process, meaning that they are in one or more of the GEOC subcommittees. Many of the other courses will be acted on during the last few meetings unless open questions cannot be resolved between the subcommittees and the proposers. Table 2 breaks down the course requests according to Gen Ed designation that have currently been fully approved.

The significantly smaller number of CARs received this AY can be attributed to two primary causes:

1. The impending implementation of the Common Curriculum for Leadership and Global Citizenship after its final passage by the University Senate in Fall 2022.
2. The creation and adoption of the Temporary Relief for Untying Curricular Knots: Bulk Minor Curricular Action Request Form (TRUCK).

Use of the TRUCK form for course revisions adds another 34 courses revisions to GEOC's Fall workload, 18 from ECON and 16 from PHIL.

The W subcommittee continues to experience a high volume of Course Action Requests (CARs) to both add and revise W courses. The subcommittee maintains a large number of members to handle the workload and includes members from regional campuses. Additional strategies to support the W subcommittee are being discussed.

Departments also continue to add Environmental Literacy (EL) courses, although the number of proposals in this area has slowed significantly. There are currently 85 courses approved for EL.

Table 2. General Education course additions, revisions, deletions, and intensive session requests approved by the Senate in AY 2022-2023, including TRUCK courses. *(Note that some proposals are for courses that have multiple designations, so the totals in Table 2 add to more than the proposals received.)*

Content Area/Competency	Additions	Revisions	Deletions	Intensive	TOTAL
CA1 Arts & Humanities	6	7	0	0	13
CA2 Social Sciences	3	2	0	1	6
CA3 Science & Technology	0	0	0	0	0
CA3 Science & Technology – Lab	0	1	0	0	1
CA4 Diversity & Multiculturalism	2	2	0	0	4
CA4 Diversity & Multiculturalism – Int'l	4	4	0	1	9
Q Quantitative Competency	0	4	0	0	4
W Writing Competency	9	18	1	0	28
Second Language	0	0	0	0	0
E Environmental Literacy	2	3	0	0	5
TOTAL:	26	41	1	2	70

Note: GEOC began reviewing Second Language (SL) courses in 2018-2019.

Environmental Literacy Capacity

From the first discussions about adding the EL component, there have been concerns about the University's capacity to provide a sufficient number of instructional seats to meet the need.

Table 3 provides a comparative look at enrollment capacity for EL Courses from the Fall 2021 semester to the Fall 2022 semester. Similarly, Table 4 compares enrollment capacity for EL Courses from the Spring 2022 semester to the Spring 2023 semester.

In general, EL capacity at UConn largely appears to meet the current demand, even at most regional campuses. Notably, though, the number of EL course seats offered across campuses rose considerably

from last year to this year. Across campuses, UConn added 826 seats (+29%) from Fall 2021 to Fall 2022, and 1017 seats (+34%) from Spring 2022 to Spring 2023.

Avery Point, in particular, has consistently had large numbers of EL seats go unfilled. Likewise, Storrs appears to offer an adequate number of seats. The Storrs campus had between 4-8% of seats remain available in 2021-2022 AY, while this year that number was between 2-6%. Hartford and Waterbury generally meet their demand as well.

The main area of concern continues to be Stamford, which had to overenroll courses in both Fall 2022 (by 1) and Spring 2023 (by 13). The Stamford campus consistently fills all their seats or overenrolls, which strongly suggests that there is a need for additional seats at that campus.

Table 3. Enrollment in EL Courses for Fall 2022 compared to Fall 2021

	Fall ’21 Caps	Fall ‘21 Enrolled	Fall ‘21 Remaining	Fall ’22 Caps	Fall ’22 Enrolled	Fall ‘22 Remaining
Avery Point	90	68	22 (24%)	340	240	100 (29%)
Hartford	190	173	17 (9%)	184	177	7 (4%)
Stamford	260	260	0 (0%)	280	281	-1 (0%)
Storrs	2262	2177	85 (4%)	2789	2735	54 (2%)
Waterbury	70	69	1 (1%)	105	95	10 (10%)
TOTAL	2872	2747	125 (4%)	3698	3528	170 (5%)

Table 4. Enrollment in EL Courses, Spring 2023 compared to Spring 2022

	Spring ’22 Caps	Spring ’22 Enrolled	Spring ’22 Remaining	Spring ’23 Caps	Spring ’23 Enrolled	Spring ’23 Remaining
Avery Point	99	93	6 (6%)	122	111	11 (9%)
Hartford	40	39	1 (3%)	124	122	2 (2%)
Stamford	225	223	2 (1%)	315	328	-13 (-4%)
Storrs	2496	2307	189 (8%)	3351	3162	189 (6%)
Waterbury	105	99	6 (6%)	70	70	0 (0%)
TOTAL	2965	2761	204 (7%)	3982	3793	189 (5%)

Intensive Session Offerings

GEOC reviews proposals to offer existing General Education courses in intensive sessions (4 weeks or less). Courses are approved either fully or provisionally, depending on the measure of assurance GEOC has that the General Education objectives of a given course can be maintained in the intensive course format. In the past, GEOC used to collect faculty reports on provisionally approved intersession courses offered more than two times in a condensed format and used this information to determine whether a course should be re-categorized to “fully approved.” Over the past several years, GEOC had been less inclined to issue provisional approvals but has instead opted for full approvals in all cases when appropriate; courses that were in question might simply be declined or sent back for revision.

There are currently 113 General Education courses approved for intensive session proposals. One course remains on the Provisionally Approval list.

GEOC approved the following course for intensive session offering:

- WGSS 2124 Gender and Globalization (CA1)

The following tables track General Education offerings during the Winter and Summer sessions.

For example, Table 5 shows that Storrs enrolled the highest percentage of students in Gen Ed classes of the campuses for Summer 2022, with more than half (55%) of the seats filled being in Gen Ed classes. The lowest number was Hartford, with only 10% of their seats filled going to Gen Ed courses.

Table 6 shows that about 66% of the Winter 2023 Intensive Session seats at Storrs were filled by students taking Gen Ed classes. In general, the regional campuses offer very few, if any, Gen Ed classes during the January Winter Intensive Session. Avery Point and Hartford offer none, while Stamford and Waterbury offer one each.

Table 5. Summer Session Enrollment, Summer 2022

Courses by campus	Total Summer 2022 Enrollment	Gen Ed Summer 2022 Enrollment	Percentage of Gen Ed Seats
Avery Point	288	54	18%
Hartford	2764	263	10%
Stamford	1104	508	46%
Storrs	12,623	6907	55%
Waterbury	553	221	39%
TOTAL	17,332	7953	45%

Table 6. Intensive Session Enrollment, Winter 2023

Courses by campus	Capacity for Winter 2023 Enrollment	Total Winter 2023 Enrollment	Gen Ed Winter 2023 Enrollment	Percentage of Gen Ed Seats
Avery Point	0	0	0	0%
Hartford	295	276	0	0%
Stamford	30	16	13	81%
Storrs	2597	1835	1202	66%
Waterbury	25	25	25	100%
TOTAL	2947	2152	1240	58%

General Education Course Substitutions, Transfers, and Adjustments Status

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 GEOC/CCC+ with a list of all substitutions made for enrolled students during the academic year.

The remainder of the substitutions are made at the University level through an academic adjustments process. A body called the Academic Adjustments Committee previously oversaw these substitutions, but that committee was disbanded last year by a vote in the University Senate, and the responsibility for academic adjustments was moved to the Center for Students with Disabilities.

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.

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.

After peaking at 230 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 last year, but surged again this year to 213, driven largely by EL (44) and Second Language (92). The number of EL substitutions doubled from 22 last year to 44 this year, and SL substitutions more than tripled from 25 to 92. Both the Storrs campus and CLAS are responsible for the large majority of substitutions, but both AGHNR and CTED saw an increase as well.

Table 7. Category Substitutions by School or College 2022-23.

Sch/Col	CA1	CA2	CA3	CA3-Lab	CA4	CA4-Int'l	Q	W	EL	SL	**Total**
ACES											
AGHNR	2	2			6	4				2	**16**
BUSN				1	1				3		**5**
CLAS			4	4			19		2	64	**93**
CTED					1		1		32	15	**49**
EDUC	1		1	1	3	1		1	3	3	**14**

EGBU											
ENGR	3	2			3	5		1	2	4	**20**
FNAR	1						3			4	**8**
NURS		2							1		**3**
PHAR	1				1	2			1		**5**
SOCW											
Total	**8**	**6**	**5**	**6**	**15**	**12**	**23**	**2**	**44**	**92**	**213**

*Note: There is some overlap between substitutions reported in Tables 7 & 8 and Table 10 for Q and SL courses.

Table 8. Category Substitutions by Campus 2022-23.

Sch/Col	CA1	CA2	CA3	CA3 - Lab	CA4	CA4 - Int'l	Q	W	EL	SL	**Total**
Avery Point									1		**1**
Hartford									3	8	**11**
Stamford				1			4		5	7	**17**
Storrs	8	6	4	4	15	12	19	2	34	77	**181**
Waterbury			1	1					1		**3**
Total	**8**	**6**	**5**	**6**	**15**	**12**	**23**	**2**	**44**	**92**	**213**

*Note: There is some overlap between substitutions reported in Tables 7 & 8 and Table 10 for Q and SL courses.

Table 9. Longitudinal Data on Course Substitutions

	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14	12-13	11-12	10-11
CA1	8	10	11	12	10	16	31	13	17	19	26	24	23
CA2	6	3	3	4	6	13	18	18	11	10	15	24	28
CA3	5	8	4	1	0	2	4	4	6	8	6	48	54
CA3-L	6	3	5	11	9	19	21	20	15	27	26	(w/CA3)	(w/CA3)
CA4	15	11	16	21	19	29	40	31	31	32	47	118	138
CA4-I	12	6	13	22	18	28	43	29	29	25	39	(w/CA4)	(w/CA4)
Q	23	19	15	8	4	8	13	6	15	8	5	10	3
W	2	2	8	5	7	12	13	25	34	13	24	28	54
EL	44	22	96	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SL	92	25	40	22	34	22	47	30	24	11	28	15	17
TOTAL	**213**	**109**	**211**	**106**	**107**	**149**	**230**	**176**	**182**	**153**	**216**	**267**	**317**

The Center for Students with Disabilities approved 43 course substitutions for Q requirements (11) and Second Language requirements (32) at the time this report was drafted (Table 9). The committee received 59 requests, and increase of 20 requests from last year. Q substitutions granted increased from 1 to 11, and SL substitutions granted increased from 22 to 32.

Table 10. Academic Adjustments.

Competency	Sought 2020-2021	Approved 2020-2021	Sought 2021-2022	Approved 2021-2022	Sought 2022-2023	Approved 2022-2023
Quantitative	6	5	3	1	20	11
Second Language	16	14	27	22	39	32

Early College Experience (ECE) Credits

Students matriculating at UCONN in 2022-2023 used 5,328 ECE course enrollments from their studies the previous year towards their General Education requirements (Table 10). These numbers have steadily increased in previous years, although ECE saw a decrease in credits transferred last year.

Christopher Todd, the new Director of ECE, noted the following about the data provided:
"We found several concerns with our data sets including a reporting error in the 2021-22 data. Several factors, such as the variables associated with the E competency being added to new courses on an annual basis, are making it challenging to present the data as multi-year trends."
Regarding the error Todd notes, last year's GEOC report cited the number of ECE credits used as 4,989, while this year's report corrects that number to 4,400.

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 last year.

Table 11. ECE transfers into General Education, 2011-Present*

UConn ECE General Education Course Substitutions													
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2011-2022 Sparkline
CA1	253	200	205	147	227	202	194	736	942	994	659	861	
CA2	106	147	128	62	118	182	167	303	409	477	377	447	
CA3	64	87	89	39	63	96	104	152	190	205	172	158	
CA3-LAB	476	458	594	369	495	591	565	982	1,291	1,303	778	976	
CA4	14	8	4	7	10	6	21	89	86	99	62	75	
CA4-INTL	8	15	8	6	19	13	24	82	122	132	110	154	
Content Area Total	**921**	**915**	**1,028**	**630**	**932**	**1,090**	**1,075**	**2,344**	**3,040**	**3,210**	**2,158**	**2,671**	
Info Lit											738	839	
Q	589	810	760	476	561	798	698	1,248	1,347	1,402	876	1,095	
Second Language											474	526	
W	43	26	0	0	0	0	0	0	0	0	0	0	
E								140	172	195	154	197	
Competency Total	**632**	**836**	**760**	**476**	**561**	**798**	**698**	**1,388**	**1,519**	**1,597**	**2,242**	**2,657**	
Grand Total	**1,553**	**1,751**	**1,788**	**1,106**	**1,493**	**1,888**	**1,773**	**3,732**	**4,559**	**4,807**	**4,400**	**5,328**	

* 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 was only last year's students.

General Education Assessment

The new Common Curriculum places assessment at its center with a focus on syllabi that include clear learning objectives that align to TOI and/or Competency as well as assignments that align to those learning objectives.

Traditional assessments of Content Areas and Competencies have been suspended during the transition period.

General Education Alignment

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

Provost's General Education Course Enhancement Grant Competition

The Provost's General Education Course Enhancement grant competition has been suspended for AY 2022-23. Two new competitions—one for new courses and one for substantial course revision—will be undertaken in AY 2023-24.

Concluding Remarks

AY 2022-23 has seen an enormous amount of thoughtful, energetic, and intellectually stimulating activity as UConn moves from its General Education curriculum to 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), and Thomas Long (D2GE Co-Chair). It has been a pleasure to engage, too, in fruitful collaboration with the UCONN administration and the Senate Executive Committee as well as with the UCONN community, who has provided substantial support and engagement.

Many thanks go to Keith Conrad, Ali Gokirmak, and Eduardo Urios-Aparisi, who provided immensely valuable input to GEOC/CCC+ and are now rotating off of this committee.

GEOC/CCC+ is tremendously indebted to Karen Piantek McDermott for her outstanding administrative support and for sharing her exceptional competence.

Respectfully submitted, 4.25.2023
Pamela Bedore

GEOC Committee Membership, Fall 2022

Name	Position
Pamela Bedore	**GEOC Chair**
Scott Campbell	First Year Writing (Ex-Officio)
Keith Conrad	Q Competency Co-Chair
Robert Day	CA2 Co-Chair
Tom Deans	Writing Center (Ex-Officio)
Kelly Dennis	CA1 Co-Chair
Mary Donegan	CA2 Co-Chair
David Embrick	CA4 Co-Chair
Anne Gebelein	SL C-Chair
Ali Gokirmak	CA3 Co-Chair
Lori Gresham	W Competency Co-Chair
Oliver Hiob-Bansal	W Competency Co-Chair
Andy Jolly-Ballantine	CA3 Co-Chair, then moved to EL
Anna Lindemann	CA1 Co-Chair
Eleanor Ouimet	EL Co-Chair
Annelie Skoog	CA3 Co-Chair
Sara Stifano	Q Co-Chair
Eduardo Urios-Aparisi	SL Competency Co-Chair
Suzanne Wilson	Ex-Officio
Sherry Zane	CA4 Co-Chair
Abbey Engler	Student Rep
Karen C. P. McDermott	*Admin: Program Assistant*

GEOC Subcommittee Membership, 2022-2023 Academic Year

CA1 Arts & Humanities Kelly Dennis (ART & ARTH), Co-Chair Anna Lindeman (DMD), Co-Chair	**Writing** Lori Gresham (PSYC), Co-Chair Oliver Hiob (ENGL), Co-Chair

Dwight Codr (ENGL) Carrie Eaton (NURS) Polya Tocheva (Law Library) Daniela Weiser	Ariana Codr (WGSS) Jason Courtmanche (ENGL) Alex Gatten (FYW) Renee Gilberti (ISS/McNair) Beth Ginsberg (POLS) Heon Jeon (ENGL) Challa Kumar (CHEM) Jesus Ramos-Kittrell (MUSI) Luciana Santoferrara (EEB) Carol-Ann Wetmore (NURS)
CA2 Social Sciences Robert Day (BUSN), Co-Chair Mary Donegan (URBN), Co-Chair David Atkin (COMM) Kenneth Lachlan (COMM)	**Quantitative** Sara Stifano (COMM), Co-Chair Keith Conrad (MATH), Co-Chair Matthew Badger (MATH) Robert Lupton (POLS) Jennifer Tufts (SLHS)
CA3 Science & Technology Ali Gokirmak (ECE), Co-Chair Annelie Skoog (MARN), Co-Chair David Perry (PHYS) Peter Schweitzer (PHYS)	**Environmental Literacy (NEW)** Andy Jolly-Ballantine (GEOG), Co-Chair Elle Ouimet (ANTH), Co-Chair Christopher Elphick (EEB) – Fall 2021 Syma Ebbin (ARE) Janet Pritchard (ART & ARTH) Robert Thorson (GSCI) Friedemann Weidauer (LCL)
CA4 Diversity & Multiculturalism David Embrick (SOCI), Co-Chair Sherry Zane (WGSS), Co-Chair Anne Borsai Basaran (COMM) Sarah DeCapua (ENGL) Jane Gordon (POLS)	**Second Language** Eduardo Urios-Aparisi (LCL), Co-Chair Anne Gebelein (El Instituto), Co-Chair

CCC+ Committee Membership, Spring 2023

Name	Position
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Anne Borsai Basaran	TOI-2 Co-Chair
Scott Campbell	TOI-2 Co-Chair

Erin Ciarimboli	Advising Office
Keith Conrad	Q Competency Co-Chair
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
Ali Gokirmak	TOI-6 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
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Gustavo Nanclares	TOI-2 Co-Chair
Mansour Ndiaye	CLAS Enrollment
Jorge Paricio Garcia	TOI-1 Co-Chair
Carl Rivers	Registrar’s Office, non-voting
Erin Rizzie	TOI-6 Co-Chair
Erin Scanlon	TOI-6 Co-Chair
Jeffrey Shoulson	Provost’s Office
Sara Stifano	Q Competency Co-Chair
Eduardo Urios-Aparisi	SL Competency Co-Chair
Sherry Zane	TOI-3 Co-Chair

CCC+ Subcommittee Membership, Spring 2023

TOI-1: Creativity: Design, Expression, Innovation Tim Folta (MENT), Co-Chair	**TOI-2: Cultural Dimensions of Human Expression** Scott Campbell (ENGL), Co-Chair

Jorge Paricio Garcia (ENGR), Co-Chair Adrienne Macki (DRAM), Co-Chair Daniela Weiser (DRAM)	Gustavo Nanclares (LCL), Co-Chair Anne Borsai Basaran (COMM), Co-Chair Polya Tocheva (Law Library)
TOI-3: Diversity, Equity, and Social Justice David Embrick (SOCI/AFRA), Co-Chair Sherry Zane (WGSS), Co-Chair Carrie Eaton (NURS), Co-Chair Howard Fisher (ENGL) Sarah DeCapua (ENGL)	**TOI-4: Environmental Literacy** Andrew Jolly-Ballantine (GEOG), Co-Chair Emma Bojinova (ARE), Co-Chair Syma Ebbin (ARE) Barbara Gurr (WGSS) Janet Pritchard (ART/ARTH) Robert Thorson (GSCI) Friedemann Weidauer (LCL)
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Second Language Eduardo Urios-Aparisi (LCL), Co-Chair Anne Gebelein (El Instituto), Co-Chair	**"Plus" Members** Registrar's Office – Marc Hatfield (voting) and Carl Rivers (non-voting) Advising Office – Erin Ciarimboli Provost's Office – Jeffrey Shoulson CLAS Enrollment – Mansour Ndiaye

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Pam Bedore, CCC+, ENGL (Chair) Karen McDermott, CCC+ (Admin) Marc Hatfield, Registrar's Office Oliver Hiob-Bansal, CCC+, Mansour Ndiaye, CLAS Advising Carl Rivers, Registrar's Office Lauren Schlesselman, Assessment

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Suzanne Wilson, Senate C&C, Neag

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