

UConn

COMMON CURRICULUM

Scope of the Project

- Existing Courses Transitioned: 457
- New Grant-Funded Courses: 65
- Grant Funded Courses Revised: 60
- Courses Not Transitioned: 55
- Departments Involved: 79
- Years in the Making: 6+

Direct Personnel Needed

- 26 Subcommittee Co-Chairs (Service)
- 50+ Faculty Course Reviewers (Service)
- 17 Faculty Navigators (Paid)
- 2 Assessment Fellows (Paid)
- 1 Half-Time Committee Chair (Paid)
- 1 Full-Time Admin (Paid)

Topics of Inquiry



TOI-1
117 Courses



TOI-2
328 Courses

TOI-1: Creativity: Design, Expression, Innovation

TOI-2: Cultural Dimensions of Human Experiences



TOI-3
234 Courses



TOI-4
96 Courses

TOI-3: Diversity, Equity, and Social Justice

TOI-4: Environmental Literacy



TOI-5
184 Courses



TOI-6
104 Courses

TOI-5: Individual Values and Social Institutions

TOI-6: Scientific and Empirical Inquiry

Crucial Partners

- Office of the Registrar
- Office of Program Assessment
- University Senate
- Early College Education Program
- Transfer Admissions
- Advising Offices
- Regional Campuses
- Connecticut State Community College
- Center for Excellence in Teaching and Learning
- First Year Experience Programs
- School & College Curricula & Courses Committees
- Office of Summer and Winter Programs
- Center for Career Readiness and Life Skills
- Office of the Provost

Show Me the Money

\$2.8 Million Implementation Budget over Three Years

- ◇ \$1.7 Million for Course Revision & New Course Development
- ◇ \$270K for Faculty Development and Engagement
- ◇ \$681K for Paid Labor
- ◇ \$190K for Marketing

Contact Us



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Scope of the Project

Given the size of the curriculum, this was a huge undertaking that required hundreds of personnel, significant financial buy-in from the university, and the (sometimes reluctant) cooperation of departments across the institution. Planning began in 2019-2020 and underwent three main phases: initial development, refinement, and implementation.

The Common Curriculum launches in Fall 2025.

Direct Personnel Needed

UConn already had a robust curricular review workflow, so implementation only required the expansion of an existing faculty committee. Key members from offices around the university were included, existing subcommittees were expanded, and paid positions were added to help handle the significant increase in the course review workload. 'Faculty Navigators' were hired as resources to help departments transition courses.

Topics of Inquiry

Like many schools, UConn's previous gen ed system centered on discipline-specific areas. It was expanded over the years to include more topically-based areas (Diversity & Multiculturalism and Environmental Literacy), but it began to feel stitched together. Moreover, the new areas showed that topics could often cross disciplinary boundaries, which provided opportunities for inter- and cross-disciplinary exploration. The new Common Curriculum thus aimed to create Topics of Inquiry (TOIs) that could potentially span disciplines. One exciting innovation was the separation of creativity away from its disciplinary roots in the Arts and Humanities. The creation of this TOI was an attempt to recognize that creativity can happen in any area, not just the arts, and indeed, courses under this designation currently span 28 subjects areas and include options in Business, Physics, and beyond.

Crucial Partners

A key takeaway of this project was the realization just how many entities, both within and outside UConn, are affected by the gen ed curriculum. Changing curriculums required cooperation from the Registrar's Office, which was responsible for all degree audit coding in the student administration system. Faculty and staff advisors across UConn's five campuses needed to be brought up to speed on changes and given guidance on how to advise students who would now span two separate sets of requirements. Changes affected the articulation agreement with the Connecticut State Community College, transfer students from other institutions, especially student athletes being considered for UConn's D1 sports teams, and high school students looking to bring in Early College Experience credit. Regular communication was critical as our admin team spent time troubleshooting issues that arose.

Show Me the Money

A working group was tasked with determining the project's cost. They needed to strike a balance between ensuring the project was funded enough to be successful, while also not proposing a cost so high the university would balk at it. In the end, we were (fortunately) given more money than we needed. Two of the more critical costs were 1) the paid personnel, who helped with the bulk of the transition work, and 2) funding for course development. Marketing and faculty development were needed, but not at the levels they were funded.

Contact Us



University of Connecticut

Common Curriculum

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