

# Creating a Common Curriculum at CU Boulder

## Proposal from the Common Curriculum Planning Committee

CU Boulder Faculty Governance Groups  
October 2022

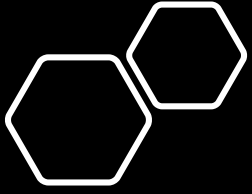






# Common Curriculum Planning Committee Work calendar

- \* September 2021–March 2022: Review of campus input, other university models, input from stakeholders (students, staff, employers)
- \* April 11, 2022: Committee publishes full draft of Common Curriculum learning objectives and learning outcomes
- \* April 2022: Open forums to discuss draft; further input by email
- \* October 6, 2022: CCPC submits revised proposal to Provost



# The shape of the Common Curriculum



# A Common Curriculum is Not a Core Curriculum

## Core curriculum

A prescribed curriculum organized as a fixed set of required courses/competencies, a set of "distribution requirements," or a combination of the two.

## Common Curriculum

A set of integrative values, learning outcomes, and common touchpoints that are reached in the diverse landscape of courses throughout the undergraduate career.

**The CCPC Common Curriculum Proposal:  
An Overall Purpose + Habits of Mind + Essential Skills**

## **SUSTAINABLE FUTURES: SELF, SOCIETY, WORLD**

At CU Boulder, students will gain an understanding of the interdependence of individual, societal and environmental wellbeing and of the necessity for stewardship and solutions to advance balanced and equitable futures for all. Throughout their CU Boulder education, students will cultivate skills and habits of mind that enable them to thrive as individuals and contribute to a thriving world.



# What are the habits of mind through which our students will be prepared for sustainable futures?

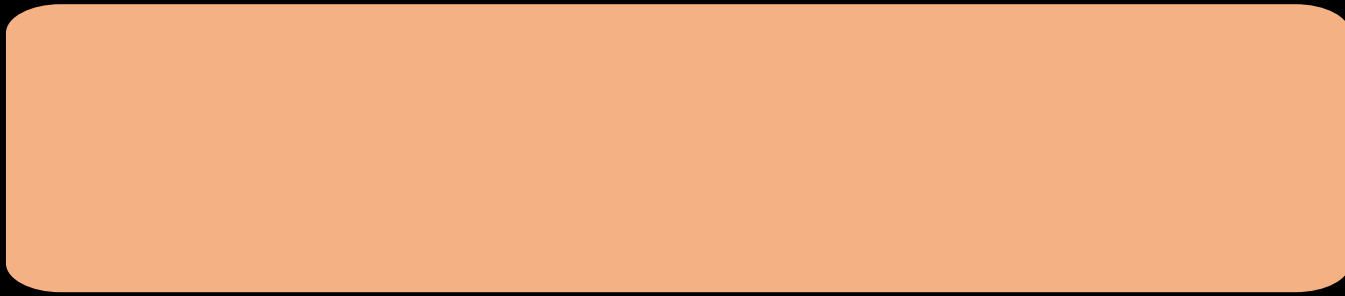
## Habit of Mind: Discovery

Preparing to be a lifelong thinker and problem-solver

Each Habit of  
Mind Is a  
Learning  
Objective, and  
Each Has Three  
Assessable  
Learning  
Outcomes







Information Literacy:

Understanding how information is  
produced and valued



# What are the skills essential for our students to shape sustainable futures?

## Information Literacy:

Understanding how information is produced and valued

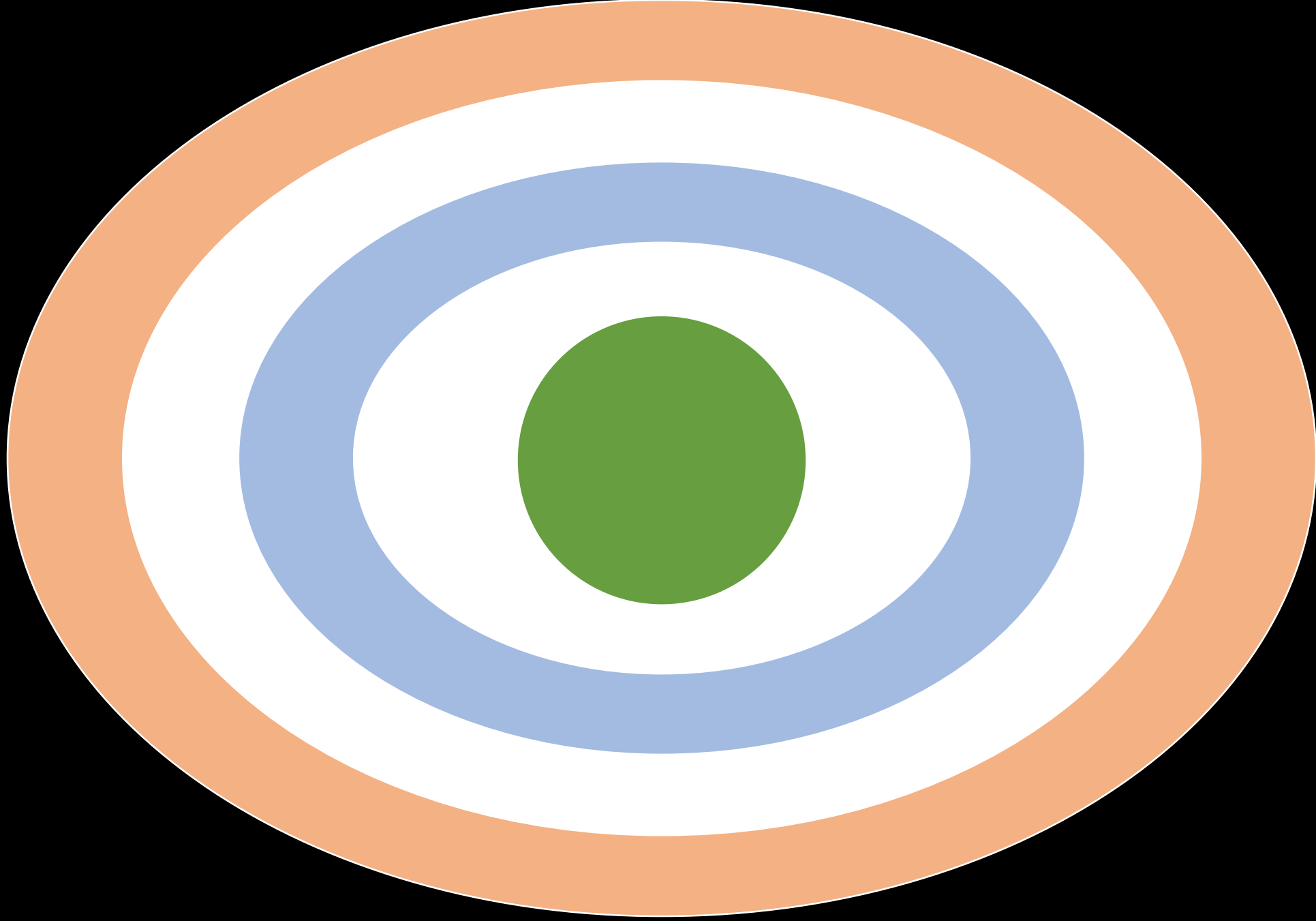
## Critical Thinking:

Conceptualizing an original belief about or solution to an issue through reasoned questioning, evaluation, and judgment derived from rigorous analysis, interpretation, inference, observation, discussion, and/or experience

Each Skill Is a Learning Objective, and Each Has Three Assessable Learning Outcomes

## Communication:

Effective expression, argumentation, and communication of ideas and sentiments to audiences



# How will the Common Curriculum be structured?

The common curriculum's learning objectives will be realized through the curricular pathways and *existing learning objectives and outcomes* of all the schools, colleges, and undergraduate degree programs at CU Boulder, including both general education (or core) requirements and the curricula of specific majors, minors, and certificates.

In addition, the common curriculum will incorporate the *First Year Experience and its co-curricular activities*, which focus on introducing students to academic life in higher education and reinforcing skills of study, citizenship, and self



Common Curriculum

College & school general education and core curricula



# Fall 2022: Approval process for the proposed learning objectives and outcomes

- \* August 2022: BFA Executive Committee approves voting process by BFA and by all college + school + Environmental Design faculty governance committees (excepting Law)
- \* October-November 2022: Faculty governance group presentations and voting
- \* End of fall 2022: Formation of implementation group
- \* Spring 2023: Implementation group begins to map Common Curriculum learning outcomes onto existing degree programs
- \* Accompanying implementation: Creation of an assessment plan





Appendix:

Common Curriculum Planning Committee  
Charge & Membership

## Provost's charge to the Common Curriculum Planning Committee, September 23, 2021:

*"I charge you . . . [with] the identification and design development of a common curriculum through which our undergraduate students will achieve shared learning goals that address integrative values and common touchpoints throughout the undergraduate career. I seek your guidance in proposing campus-wide learning goals that reflect both a deliberate statement about who we are as a university and that complement and enhance all of our educational programs."*

For the full charge, see [www.colorado.edu/academicfutures/common-curriculum](http://www.colorado.edu/academicfutures/common-curriculum)

### Membership structure:

- \* Ten faculty, representing all the schools and colleges with undergraduate degrees (including all three divisions of A&S), the University Libraries, and BFA
- \* Three staff members, representing Student Affairs, Undergrad Education, and Arts & Sciences General Education administration
- \* One undergraduate student
- \* One graduate student

# Common Curriculum Planning Committee Membership

## Co-chairs

Katherine Eggert, Senior Vice Provost for Academic Planning & Assessment; Professor of English

Daryl Maeda, Dean and Vice Provost for Undergraduate Education; Professor of Ethnic Studies

## Staff committee members

Shelly Bacon, Undergraduate Education

Patrick Tally, College of Arts and Sciences

Joe Thomas, Student Affairs

## Student committee members

Evangelyne Eliason, fourth-year undergraduate student majoring in psychology

Jemil Abdu Kassahun, second-year Colorado Law student

## Committee support staff

Andre Grothe, Office of Academic Planning & Assessment

Erika Swain, Office of Data Analytics

Robin Swift, Office of Information Technology

## Faculty committee members

Russell Cropanzano, Leeds School of Business

Barbara Demmig-Adams, Ecology and Evolutionary Biology

Vicki Grove, Germanic and Slavic Languages and Literatures and officer of the Boulder Faculty Assembly

Roudy Hildreth, School of Education

Caroline Sinkinson, Libraries

Nicolò Spera, Music

Colin West, Physics

Cindy White, Communication

Wendy Young, Chemical and Biological Engineering

Thomas Zeiler, International Affairs