

Proposal

A New General Education Program  
at the University of Denver  
November 11, 2019

The General Education Review and Inquiry Committee (GERI)

Doug Hesse, Writing and English, (chair)

Barbekka Hurtt, Biological Sciences

Tonnett Luedtke, Academic Advising

Kateri McRae, Psychology

Nic Ormes, Mathematics

Greg Robbins, Religious Studies

Billy J. Stratton, English

John Tiedemann, Writing

Cheri Young, Hospitality

Lauren Salvador provided logistical support until 8/31/19

Joe Ponce has provided logistical support since 10/21/19

Contact Doug Hesse: at [dhesse@du.edu](mailto:dhesse@du.edu) or 1-7447

GERI Portfolio Site is <http://portfolio.du.edu/GenEdReviewInquiry2017>

## Overview: A Common Curriculum for the Public Good

After a one-year inquiry phase, followed by a one-year design phase, the General Education Review and Inquiry (GERI) Committee is pleased to propose a new general education for the University of Denver. Over the past two years, GERI has consulted with hundreds of faculty and students, explored the general education literature, tested ideas, and communicated its work to the university community. We have provided detailed updates and reports to the faculty, including reasons we are recommending changes, the results of inquiry findings, an analysis of options for general education, including a synopsis of programs at 15 comparative campuses, a complete report and synthesis of work in design sessions. We took very seriously the thoughtful feedback we received from the Faculty Senate, on three prototypes, and the ideas generated in multiple winter and spring design sessions. Our work is fully archived on the GERI Portfolio Community, where all except a few internal Committee drafts and raw data have been available to the campus from its inception. We have provided (on page 2) a one-page distillation of key steps in the process, with links to selected reports and to dozens of documents on the GERI portfolio site. Finally, we've included an appendix of key documents.

### Contents

GERI in One Page, With Key Links.....	2
Mission, Vision, and Outcomes of General Education.....	3
Introduction: A Common Curriculum for the Public Good.....	5
The Public Good Curriculum at a Glance .....	9
1. A Call for Citizen-Scholars: The First-Year Experience .....	10
2. Knowledge and Skills Repertory .....	12
3. Exploring Public Questions: Human Cultures and the Physical World.....	13
4. Attributes.....	15
5. Practice in the Public Good: Community Engagement.....	16
6. The Digital Portfolio .....	17
7. The Capstone Seminar: Difference, Democracy, and the Public Good .....	18
Needed Professional Development and Support.....	20
Example Student Schedule .....	22
Appendices .....	24

## GERI in One Page, With Key Links

The General Education Review and Inquiry Committee has provided regular updates to the campus, with everything (minutes, reports, background readings) archived on our portfolio site at <http://portfolio.du.edu/GenEdReviewInquiry2017>. From time to time, we've provided synopses of our work, such as [this overview from November 2018](#). For the sake of convenience, we've pulled key dates, activities, and resources into a single page. All links go to the GERI portfolio site. Some are public and will download directly. Others are set to "university" privacy level and will need you to log in.

Time and Activities	Key Documents/Reports
2017: Start of Inquiry Phase Committee Formed in June Fall spent reviewing literature, surveying faculty, student focus groups, faculty listening sessions. General education as an Individual Good, Societal Good, Institutional Good. Four main models: Core, Distribution, Competency, Thematic	<a href="#">Detailed Message to DU Faculty, explaining the process and initial timeline</a> (10/18/17)  <a href="#">Parameters of General Education: A Primer for the DU Community</a> (12/17)
Winter 2018: Inquiry Continue reviewing literature, including studying Gen Ed at peer institutions; student survey; more student focus groups, more faculty listening	<a href="#">Winter 2018 Report on General Education at DU</a> (3/2/18) Reports/analyzes findings from the inquiry phase; identifies seven conclusions; summarizes other schools; provides history and timeline
Spring 2018: Inquiry Drafting Mission, Vision, and Outcomes; Designated faculty response sessions (departments invited to send discussants); Revised Mission, Vision, Outcomes	<a href="#">"Final" Draft, Mission, Vision and Outcomes for General Education</a> , June 15, 2018
Fall 2018: Design Working out politics and processes, including how GERI interacts/collaborates with the Faculty Senate; Chancellors Roundtable and Senate meetings; revised timetable; planning Design-a-Palooza	<a href="#">Where Things Stand with General Education Review and Inquiry: A Synopsis</a> , (10/17/18)  <a href="#">Quick Documents for the Faculty Senate</a> (11/18)  <a href="#">Updated GERI Timeline with Faculty Senate Role</a> (11/18)
Winter 2019: Design Design-a-Palooza; 11 thematic design sessions; meetings with units, as invited. GERI synthesizing and interpreting ideas from the design sessions, starting to draft models	<a href="#">Designapalooza Plan</a> (1/11/19)  <a href="#">Designapalooza Raw Compilation</a> and <a href="#">Synthesis Idea/Design Sessions</a>  <a href="#">Faculty Design Idea Generation Report</a>
Spring 2019: Design Presenting broad models; fleshing out and designing at least one final model	Prototypes: <a href="#">Senate Analysis</a> and <a href="#">GERI Response</a>  <a href="#">Email to Faculty 4-30-2019</a>
Summer 2019: Revised proposal drafted. GERI approves version for Impact Analysis in vote. 9/18	
October-November 2019. Sub-group revises according to Impact Analysis. Proposal to Senate for discussion and revision process and ultimate recommendation vote; Undergraduate Council for Approval	

## Mission, Vision, and Outcomes of General Education

Key to the proposal that follows is the “Mission, Vision, and Outcomes of General Education at the University of Denver,” which the Committee produced in June 2018. While this statement has been well-circulated and is easily available, we reproduce it here in light of its central and foundational role. We note explicitly that “the public good,” the central unifying principle of the curriculum, is hardly a straightforward, unified, or uncontested concept. It is a rich and complex framework for problem posing and exploring.

### Mission

The mission of the general education program at DU, emanating from our vision to be a great private university dedicated to the public good, is to foster in each undergraduate the knowledge, skills, and critical abilities that are crucial to informed, responsible, and effective participation in civic, scholarly, and professional lives.

### Vision

A successful general education program will be marked by several features:

- **A sense of identity.** Students, faculty, staff and members of the DU community will understand the program as enacting DU’s specific values, and aspirations, including as manifested in Impact 2025. The general education program will be one distinctive marker of DU’s identity.
- **A sense of purpose.** Students, faculty, staff, and members of the DU community will understand and value how general education contributes to the whole of undergraduates’ educations. Rather than simply being, as at some schools, a list of obligations to check off, general education courses at DU will be recognized for providing opportunities for intellectual, social, and personal growth.
- **A sense of coherence.** Students, faculty, staff, and members of the DU community will perceive vital connections among courses in the program; between the program and other courses, particularly in majors; and between academic and other settings. That is, they will experience how information, ideas, approaches, applications, and/or skills travel among different sites, both within and beyond the academy.
- **A sense of intentional design.** Faculty will create and teach courses that are intentionally (although not necessarily exclusively) designed for the general education program’s purpose, vision, and outcomes.
- **A commitment to meaningful reflection.** There will be compelling analyses of how the program is working, grounded in the interpretation of artifacts, evidence, and practices and done in ways that faculty find valuable, even engaging. Likewise, students will reflect, in ways meaningful to them, upon their experience of the program as a whole and its role in their academic, civic, and professional development.
- **A commitment to faculty development.** Faculty teaching general education courses will have resources and opportunities for professional development with colleagues across the program, including on concerns of curriculum and pedagogy that originate with them. Resources will be sufficient to implement pedagogical and curricular innovations.



## **Outcomes**

At the completion of general education, DU students should demonstrate:

- The ability to define “the public good” with thought and care, for contexts ranging from local to global, informed by how different areas of study contribute to understanding and realizing the public good.
- The ability to address complex questions by applying and synthesizing knowledge of human cultures and the physical world, using methods of inquiry and analysis practiced across the liberal arts and sciences.
- A critical understanding of human diversity and the importance of social, historical, and cultural identities in addition to one’s own.
- The ability to evaluate evidence and source materials and to employ them responsibly.
- The ability to communicate effectively, ethically, and creatively for a variety of situations and purposes, using written, spoken, visual, material, and/or digital modes.
- The ability to use quantitative methods responsibly in addressing questions and solving problems.
- The ability to work productively with others and to collaborate effectively and ethically with different communities.
- The ability to apply general knowledge and skills in experiential learning settings.
- The ability to reflect meaningfully on relationships among areas across the general education curriculum; between general education and their majors and careers; between personal goods and public goods; and between intellectual and other aspects of living.

## Introduction: A Common Curriculum for the Public Good

### Posing the question of the public good

In *Educating for Democracy*, its 2018–2022 strategic plan, the Association of American Colleges & Universities sounds a “call to reclaim higher education’s civic mission of educating for democracy — preparing students for work, life, and citizenship in local, national, and global contexts” (3). Here at the University of Denver, the AAC&U’s call may sound rather more like a response, an echo of our longstanding commitment to be “a great private university dedicated to the public good” as well as the vision embodied in our own strategic plan, *DU Impact 2025*. Indeed, in her framing letter to that document, Chancellor Rebecca Chopp underscored the University of Denver’s connection to higher education’s civic mission: “Democracy and education in this country share common values,” she writes, “a commitment to equal opportunity, our wariness of the inertia of tradition, a restlessness with the status quo and our quest always to make society better. We are a people who believe passionately in the rights of the individual and the importance of the common good—as well as an obligation to work toward a better world” (iii). As *DU Impact 2025* makes clear, the obligation to “work toward a better world” that animates American higher education broadly enlivens us particularly passionately here at DU, where “our long history of promoting academic excellence in familiar arenas—the classroom, the lab, the archives, the studio, the field, the clinic—will continue as we create new approaches to pedagogy, research, creative works and engagement, intensify relationships with our alumni and forge more partnerships regionally, nationally and internationally to help to build and serve the public good” (iv).

It is in order both to advance the University of Denver’s vision and to reinforce our standing as leaders in the rapidly changing landscape of higher education that the General Education Review and Inquiry Committee proposes what we are calling “A Common Curriculum for the Public Good:” that is, a revised general education curriculum that puts at the very center of the undergraduate experience the question of the public good: *What is the public good? And how can we, as citizens and scholars, contribute to realizing it?* We believe that by framing the general education curriculum with that question—and thereby enacting, in a manner consistent with our distinctive and most deeply held values as an institution, the civic mission of higher education more broadly—the University can build upon what is strongest in the current common curriculum and enable the general education program to play a vital role in achieving our aspirations for DU’s future.

We must emphasize that the “public good” as we’re construing it here has neither a narrow political agenda nor a narrow service manifestation. It is, rather, an organizing question, one that is, and must be, subject to ongoing debate and discussion, open to divergent interpretations, furthered by contributions from the sciences as well as the arts, the social sciences as well as the humanities, the applied disciplines as well as the foundational and theoretical. To set out to define “the public good” as if it were simply an axiom from which truths could be deduced and an agenda enacted would run counter both to the goals of a liberal arts education and to this University’s vision of a democratic education. However, posing the public good as a question—one whose ongoing pursuit calls upon all of us to join talents, energies, and expertise—promises to renew the general education program with our highest ambitions as educators.

### Why ask the question of the public good in the context of general education, particularly?

The GERI Committee believes that general education and the question of the public good are ideally matched for two reasons.

First: Because the common curriculum is precisely that: *common* to the experience of all DU undergraduates, the general education program provides a unique opportunity “to work toward a better world,” educating students who will be better equipped for the responsibilities of citizenship that come after graduation precisely by virtue of having been educated as citizens *of* DU. For it is here, in the general education program, that all undergraduates, regardless of major or ambition, come together; here that they learn information, ideas, and skills that citizens in a democratic society should know; and here that they first encounter the challenge of collaborating with one another, with divergent intellectual traditions, and with communities beyond campus. To ask along with our students, *What is the public good? And how can we, as citizens and scholars, contribute to realizing it?* — questions that remain always open to discussion, debate, and revision, both here in the University and in the world beyond it — is to enact, in our practice, higher education’s civic mission of educating for democracy more broadly. The Common Curriculum for the Public Good, as we envision it, aims to prepare undergraduate students for robust participation in the ongoing, open-ended conversation through which the public good is imagined and realized by encouraging their participation in the program itself.

To that end, you will find, in the detailed description of the curriculum to follow, that we have proposed several new or enhanced curricular and co-curricular features of the general education program that aim to facilitate that participation: among them, the creation of a Public Good Colloquium Series, open to the university community but required as part of first-year classes; the realignment of breadth requirements around public themes; the introduction of a “Practice in the Public Good” requirement that makes community-engaged learning a centerpiece of the undergraduate experience; and the creation of a Capstone Seminar in “Democracy, Difference, and the Public Good,” wherein teams of faculty address pressing public questions from different disciplinary perspectives, thereby modeling interdisciplinary discourse and public intellectual debate. We believe that these and other revisions to the common curriculum, taken together with the pillars already in place, will transform the student experience of general education in ways fully consistent with DU’s long-held values and its aspirations for the future, introducing students not only to fundamental skills in critical and creative thinking and communication but to a shared democratic *ethos*.

Second: By providing the common curriculum with a legible and purposeful *frame*, the question of the public good also helps us to more fully realize the goals of a general liberal arts education more broadly, particularly on this campus and at this time. For it students and faculty have made clear that we need such a frame if we are to consolidate the present curriculum’s considerable strengths, address what students and faculty have identified as its limitations, and create opportunities for the kinds of teaching and learning that faculty and students on this campus desire.

That such a frame is presently lacking has been made abundantly clear by our investigation into attitudes toward the current version of the common curriculum. While students valued most of their individual general education courses, they experienced the overall curriculum more as hurdles to jump than as a central component of their education: more as an obstacle to their purpose (which they located in the major) than a source of purpose in its own right. Similarly, faculty expressed concern that, though students were learning a great deal within their individual general education classes, they were not necessarily making the vital connections between and across classes that are the hallmarks of a liberal education. And students and faculty alike agreed that, whatever the general education program’s virtues may be, its value is poorly communicated when rendered as a list of outcomes, a grid full of acronyms, or a series of boxes to tick.

DU is far from alone in feeling this way. As Beth McMurtrie writes in *The Chronicle of Higher Education’s Reforming Gen Ed*, “Many students talk about general ed as something to get through as quickly as possible . . . before getting down to the serious business of the major” (9). It is an attitude, moreover, that the academy itself can encourage, even if unintentionally, for “the way academe is oriented pushes against the idea of a curriculum focused on broad, interdisciplinary thinking” “We are discipline-driven and research-oriented,” McMurtrie writes, citing Scott A. Ashmon, associate provost of Concordia University

Irvine: “So we want niche courses or gateway courses, and those don’t mesh with a common intellectual experience” (9).

In response, Concordia reorganized its general education program around what it calls “Enduring Questions & Ideas,” a curriculum that makes one of a set of big questions— *What is liberty? Who am I and who are they? Who do you say that I am?* Etc. — the focus of each general education course, using those questions to link courses together in disciplinarily disparate pairs. Ashmon reports that the new, question-based orientation has had significant effects on student learning at Concordia, including better intellectual habits (“we didn’t have to explain, for example, why you need to have a counterargument in your paper”) and a dramatic increase in student commitment (according to the National Survey of Student Engagement, Concordia freshmen rank in the top 10 percent in engaging with diverse perspectives, collaborative learning, analytic thinking, and reflective integrative learning). What Ashmon has taken away from the experience is that “Learning outcomes don’t motivate students. Questions do.”

Taking a page from Concordia’s book, the Common Curriculum for the Public Good poses the University of Denver’s vision in the form of an enduring question: *What is the public good? And how can we, as citizens and scholars, contribute to realizing it?* We believe that this framing question promises to promote in DU students a similar sense of motivated purpose and integrative learning, while retaining faculty autonomy and encouraging collaboration across departments.

- First, the broad question of the public good is flexible enough to accommodate the full range of more focused disciplinary articulations: e.g., a philosopher might ask about competing definitions of “the good,” public and otherwise; a historian about how and why different notions of the public and its good have held sway at different times; a social scientist about how the idea inflects and reflects disparate cultural or psychological formations; a mathematician or natural scientist about how discoveries in the STEM fields affect public policy or about how numeracy and scientific literacy themselves constitute public goods; a visual artist, musician, or writer about how, for good or ill, the arts reflect, intervene in, or stand apart from the public sphere. Organizing the general education program around this question, then, allows us to retain many features of the current common curriculum, notably the autonomy of faculty in designing and delivering their classes, while having the added advantage of providing faculty with opportunities to collaborate on the design and delivery of new configurations of classes — a desire that was expressed by many of the faculty with whom we spoke. (Some of these new configurations are described below. See especially First-Year Faculty Cohorts, the Thematic Groups, and the “Difference, Democracy, and the Public Good” capstone seminar, all of which are supported by professional development workshops and institutes.)
- At the same time, the question of the public good is focused enough to encourage students to see meaningful connections across classes and fields: e.g., how historical matters regarding the relationship between the public good and power shape what otherwise might appear to be abstract philosophical debates; or how the public good as a cultural or psychological formation sometimes supports and sometimes seeks to thwart the pursuit of scientific truths. In short, framing students’ general education experience with the question of the public good promises to help them integrate their learning across classes and thus to realize the one of the central responsibilities of a liberal arts education: what Cynthia Wells, citing Harry Lewis (in *Excellence without a Soul: How a Great University Forgot Education*), calls the responsibility “to ensure that students attain ‘common knowledge’ and ‘shared experience’ that inform a ‘particular point of view from which they will have all seen the products of civilization’” (3). (The process of integrative learning is helped along by two of the signature features of the Common Curriculum for the Public Good: the Capstone Seminar and the Digital Portfolio.)
- Finally, by posing the question of the public good in the context of a curriculum that requires *practice* in the public good beyond campus, through community engagement, the Common Curriculum for the

Public Good insures that the ethos of citizen-scholarship that students are learning on campus is also *lived* in the world beyond, that the integration of living and learning that defines DU's distinctive identity and enlivens its purpose is central to the experience of its undergraduates' education.

### Why revise the general education program at DU now?

*Higher education in the United States is enmeshed in a time of radical change and considerable unrest (Fong, 2013; Selingo, 2013; Taylor, 2010). The forces that dominate higher education in the present are centrifugal (Delbanco, 2012; Taylor, 2010, Wells, 2015b). That is to say, social forces are pulling colleges and universities in disaggregated directions and “unbundling” the very idea of higher education (Selingo, 2013). These forces have real implications for general education.*

*~ Cynthia A. Wells, Realizing Higher Education: Reconsidering Conceptions and Renewing Practice (4).*

What was true for Cynthia Wells in 2016 is even more true for us today: social, cultural, political, demographic, and economic forces are reshaping the landscape of higher education not only in the United States but around the world. DU Impact 2025 has been DU's far-sighted approach to reshaping the University to meet current challenges of higher education; the GERI process was launched as an aspect of that strategic vision. What many are calling “the enrollment cliff” promises to make the market for a diminishing number of undergraduate students ever more competitive — and that, *pace* Wells, has real implications for the University of Denver. If DU is not only to survive but to thrive in this new landscape, it cannot afford to remain complacent about general education: it cannot rest content with a program that, though its individual course offerings are strong, strikes students as on the whole lacking in coherent purpose or distinctive identity. That we should fail to revise the general education program now, when the need is so urgent and moreover when the program's potential is so great, would be a lost opportunity, indeed.

In proposing A Common Curriculum for the Public Good, the GERI Committee has endeavored to craft a general education program that meets that need and takes maximum advantage of that opportunity. By reframing the common curriculum with the question of the public good, we aim to clearly communicate what has long been distinctive about DU's identity to a new generation of rising high school seniors and to animate with purpose their experience when they get here. We aim to combine the University's unique geographic advantages — its location in rapidly growing urban metropolis, with all the opportunities and challenges that entails; its relationship to the state and region; and its status as a center of learning in what is fast becoming a cosmopolitan, global city — with its unique human advantages: a faculty fully committed to deep, meaningful, and innovative undergraduate education, one that educates the *whole* student by addressing them not only as scholars but also as citizens, as neighbors, as human beings with whom we share a world. The GERI Committee believes that by revising general education in this way, as a Common Curriculum for the Public Good, the University will have taken a decisive step toward ensuring a future for DU that remains true to its foundational values and present promise.

## The Public Good Curriculum at a Glance

The program we propose retains many features of the current common curriculum. The number of credit hours is approximately the same: 50–62 in the proposed curriculum, v. 52–60 in current common curriculum. The curriculum constitutes about one-third of the 180 credits generally needed for graduation. (Nationally, generally education requirements average one third to one half of graduation credits.) The number of courses in the sciences, arts/humanities, social sciences, mathematics, languages, and writing remain the same, although many courses will need modifications to deliver the program’s mission and vision. Similar modifications will be required of current FSEM courses. The notable additions are of a requirement to complete three courses in a thematic cluster, an experiential requirement, a capstone seminar, and a digital portfolio. These changes will require significant investments in faculty development and support, which we have built into this proposal.

A Call for Citizen-Scholars (First Year Backbone)		Knowledge and Skills Repertory		Exploring Public Questions: Human Cultures and the Physical World <sup>2</sup>		Practice in the Public Good: Community Engagement		Capstone	
Denver Seminar	4	Language	0–12 <sup>1</sup>	Arts/Humanities	8	At least one of following:		Capstone Seminar: Difference, Democracy, and the Public Good	4
Writing, Rhetoric, and the Public Good	4	Mathematics	4	Social Sciences	8	• Study Abroad			
Researched Writing, Academic Discourse and the Public Good	4	Science Sequence with Labs	8	Sciences	4	• University Project		Final Portfolio	
Public Good Colloquium Series	4	(Note that Writing Courses also fit this category)		At least 12 credits must be part of a Thematic Group: 3 courses, from at least 2 areas		• Community-engaged research course			
						Portfolio Practicum (Draft portfolio)	2		
	12		12–24 <sup>1</sup>		20		2		4

<sup>1</sup>In point of fact, many students currently complete fewer than 50 credits of Common Curriculum at DU because they receive AP, IB, or transfer credit. Each year, for example, some 150 or so students don’t take WRIT 1122 at DU; there are likely similar numbers in mathematics and other areas. In the proposed curriculum, the lower limit is reached through language proficiency. Students who demonstrate third-quarter language proficiency will satisfy the entire requirement.

<sup>2</sup>Courses in the Human Cultures and the Physical World categories must include 3 attributes; see #4.

## **1. A Call for Citizen-Scholars: The First-Year Experience**

The first year is designed to build a strong sense of intellectual community and individual agency by engaging small groups of students in the campus's wider, ongoing conversation around the public good and equipping them with some of the fundamental tools needed to participate in it.

The year is organized around a fall-through-spring sequence of classes, lectures, events, and co-curricular activities through which students explore, with the larger campus community and under the guidance of a faculty cohort, DU's evolving efforts to understand and advance "the public good." The sequence begins with events during Discoveries week, continues through a three-quarter, three-course sequence taught by First Year faculty cohorts, and features an annual Public Good Colloquium Series.

### **The Public Good Colloquium Series**

DU will sponsor bi-weekly presentations aimed at DU undergraduates, especially those in the first year, but open to the larger DU community. These presentations will be on topics, issues, and research related to the public good. While there may be occasional outside presenters, the series is designed to showcase the expertise and breadth of DU faculty. The series will be curated by a faculty committee charged with selecting speakers from across the disciplines who can present their expertise in a way that engages nonexpert undergraduate listeners. One or more events will feature undergraduate presenters. Speakers will be selected in the spring for the following year and will receive \$1000 to create their presentations. Each talk, about 45 minutes, with a question period, will further DU's general education program mission and will be archived.

### **The Denver Seminar (DSEM)**

A fall course introduces students to the intellectual life of the University and its vision of citizen-scholarship. While all sections will continue to provide some connection to the city of Denver through the existing destinations element, some faculty will design their DSEMs to emphasize the city more fully, connecting topics and themes to aspects of the metropolitan area. DSEM courses may take a "strong" or a "modest" approach to introducing the public good. In "stronger" versions, courses will focus on a specific question of public concern, following readings and assignments that explicitly maintain that focus while perhaps also using greater Denver as a lens or resource. In the "modest" version, the main focus may be on any topic (as in the current FSEM program), but there will a substantial unit of (for example, two weeks) that introduces the complexity of the concept of "the public good" and the ethos of citizen-scholarship in the context of DU and Denver. The course will provide a forum to talking and writing about presentations in the Public Good Colloquium series.

### **Writing, Rhetoric, and the Public Good**

This course teaches the strategies, principles, and practices students need to write analytically, persuasively, and ethically on significant topics in the public sphere. The course emphasizes critical reading, analysis of source materials, and, of course, extensive writing, including in the context of multimodality: the uses of images, visuals, video and sound in relation to text. The course will provide a forum to talking and writing about presentations in the Public Good Colloquium series. The course fully introduces the Public Good Portfolio.

### **Researched Writing, Academic Discourse, and the Public Good**

This course teaches how writing varies across research traditions and disciplines, with different types of evidence and primary sources and with different modes of presentation. It emphasizes the practical and ethical challenges raised by the circulation of academic knowledge among non-academic publics. It continues introducing multimodality: the uses of images, visuals, video and sound in relation to text. The course will provide a forum to talking and writing about presentations in the Public Good Colloquium series.

### **Structure of First-Year Faculty Cohorts**

Each Faculty Cohort consists of three Denver Seminar faculty and two Writing Program faculty working together to create a coherent learning experience for 45+ first-year students per Cohort. DSEM instructors serve as the primary support for students in their academic transition into the University (as did instructors in the FSEM program); however, now DSEM instructors will also be partnered with Writing Program instructors to insure a stronger sense of continuity throughout a student's first year. Students will be encouraged (though not required) to take WRIT courses with a member of Writing Program faculty belonging to the DSEM instructor's First-Year Faculty Cohort, thus enabling the Cohort to consult about individual students and their needs throughout the first year. Cohort members may also experiment with strategies for encouraging curricular and social cohesion (e.g., by creating a first WRIT assignment that draws upon the DSEM themes; or by inviting WRIT faculty to visit an DSEM class meeting and vice versa; or by meeting all together for conversation after a Public Good Colloquium lecture; etc.) The goal is to foster in students the sense of belonging and responsibility that are fundamental to campus citizenship as well as to help them begin to make the intellectual connections between and across classes that are the hallmark of a liberal arts education.



### 2. Knowledge and Skills Repertory

Fundamental to the public good are certain bodies of knowledge that manifest through concepts and the ability to apply those through the development of related skills. Any activity engaging people from varied language and cultural backgrounds benefits from people knowing a second (or third or fourth) language. A society that bases actions on empirical analysis or quantitative reasoning benefits from people knowing mathematics and scientific reasoning.

#### **Languages**

Studying culture through language is crucial in a globalized world. Students will demonstrate third-quarter proficiency in a language other than English, either by course work or by proficiency exam.

#### **Mathematics**

A course in mathematics, formal reasoning, or computational science.

#### **Science**

A two-course sequence in one core area, with accompanying laboratories, builds knowledge and application of scientific approaches. (Note that students are required to complete a third science course, which may be a third course in a sequence (as exists with the current common curriculum), part of a Thematic Group, or a freestanding course.)

### 3. Exploring Public Questions: Human Cultures and the Physical World

The general education program calls for “the ability to address complex questions by applying and synthesizing knowledge of human cultures and the physical world, using methods of inquiry and analysis practiced across the liberal arts and sciences.” Students will develop this knowledge through five courses, two each in the arts/humanities and the social sciences, one in the sciences. (Note that two other science courses are required as part of “A Repertory of Knowledge and Skills.”) At least three of the five courses must be from a single Thematic Group, while the remaining two may be freestanding enrichment courses.

Courses approved for this category must satisfy three or more attributes, as described in Part 4.

#### Thematic Groups

At least three of the five courses must be from a single Thematic Group. Students will have a choice of three thematic groups. Themes must address a significant question, issue, challenge, or problem in the public good, one that is sufficiently important and complex as to require and reward approaches from multiple perspectives. Individual courses within groups must have a significant element that ties them to the theme (for example, a course unit, project, or substantial reading component), but they needn't be totally “about” the theme.

Partly to illustrate how Thematic Groups work in practice, the GERI committee proposes that two of the inaugural thematic groups should be Internationalization and City Futures: The Case of Denver. The third theme will be defined through a process involving faculty and students, established by the Faculty Senate. (GERI is happy to suggest a process or even coordinate it.) In order to facilitate timely student completion, two criteria must guide Thematic Groups.

- Each theme should be established for four years and may be renewed (perhaps with adjustments) before the third year. Themes should be staggered to allow generous planning.
- Themes must provide avenues for multiple disciplines to participate and contribute; they must be sufficiently engaging to ensure ample course offerings.

Although the courses in a thematic group will not typically be team-taught, participating faculty will be supported by professional development within the group. They will be encouraged to explore collaborative/guest teaching, share resources, and create co-curricular activities and events, including proposing speakers for the Public Good Colloquium Series.

#### Illustrations of Courses Within Thematic Groups

For purposes of illustration, we've sketched just a few possible courses under two groups. Where we've identified some possible existing courses, picking a few out of dozens, we've done so with vast caveats, *not* paying attention to pre-reqs or restrictions, *never* presuming to ignore departmental faculty wisdom and judgment, and always anticipating that any course identified would need at least a few modifications.

#### Internationalization

ANTH 2060 Human Migration (4 Credits)

ANTH 2061 Gender, Change, Globalization (4 Credits)

ANTH 2323 Global Health (4 Credits)

COMN 3310 Globalization, Culture, and Communication (4 Credits)

ECON 2610 International Economics

ENGL 2070 Postcolonial Literature and Theory (4 Credits)

ENGL 2130 World Literature (4 Credits)

ENGL 2544 Globalization and Cultural Texts

GWST 2230 Gender in a New Era of Empire (4 Credits)  
 GEOG 2608 Human Dimensions of Global Change (4 Credits)  
 HIST 2645 Immigration in Twentieth Century America (4 Credits)  
 INTS 2160 Labor in the Global Political Economy (4 Credits)  
 MUAC 1027 Global Pop (4 Credits)  
 PLSC 1110 Comparing Politics around the World (4 Credits)  
 RLGS 2002 Comparative Religion and Interreligious/Interfaith Dialogue (4 Credits)  
 SOCI 2650 Sociology of Immigration (4 Credits)  
 ASEM 2692 Philosophy of Migration and Global Citizenship (4 Credits)  
 COMM XXXX Comparative Rhetoric

### City Futures: The Case of Denver

AHSS 2580 Spectator to Citizen: Denver Urban Issues and Policy  
 ANTH 3500 Culture and The City (4 Credits)  
 ANTH 3510 The Ancient City (4 Credits)  
 BIOL XXXX Citizen Science and Denver  
 ENGL 2080 London as Global City: From Empire to Commonwealth (4 Credits)  
 ENGL XXXX Denver in the Literary Imagination  
 ENGL 2715 Native American Literature  
 GEOG 2430 World Cities (4 Credits)  
 GEOG XXXX Denver  
 HIST 2720 Paved Paradise? Nature and History in Modern America (4 Credits)  
 HIST 2107 Culture/Conscience in Vienna (4 Credits)  
 HIST XXXX Denver and the West  
 LDRS 2330 Sustainability Leadership in Denver (4 Credits)  
 PLSC 2470 State and Local Politics (4 Credits)  
 SOCI XXXX Immigration, Displacement, and the Case of Denver  
 SOCI XXXX Cities and Challenges of Denver  
 RLGS XXXX Jewish Denver  
 WRIT XXXX Writing Denver  
 MFJS XXXX Representing Denver

### Illustration of Paths to Completing the Requirement

Students may satisfy the five-course requirement through different paths, with non-exhaustive illustrative examples below.

	Student A	Student B	Student C	Student D	Student E, etc.
<i>Courses in Chosen Thematic Group</i>					
Arts/Humanities	1	2	0	1	2
Social Sciences	1	1	2	2	2
Sciences	1	0	1	0	1
<i>Enrichment</i>					
Arts/Humanities	1	0	2	1	0
Social Sciences	1	1	0	0	0
Sciences	0	1	0	1	0

## 4. Attributes

Courses approved for the Human Cultures and the Physical World category must satisfy at least three attributes, each of them tied to a learning outcome. To qualify, an attribute must be a significant element of the course as reflected in readings or direct instruction and resulting in an artifact of student learning (tests or quizzes, papers or other projects). Course proposals must present a compelling case for how they address their identified attributes, and course syllabi should make them clear to students.

**Exploring “the public good.”** Students engage problem-based questions that address how specific course content, assignments, and activities relate to questions of “the public good.” Courses might meet this attribute through diverse modes of public engagement, including pathways such as community engaged learning and research, community partnerships, direct public service, and social policy, as well as public entrepreneurship and corporate social responsibility. Or courses might address this attribute more conceptually rather than experientially, through readings/activities/projects, plus one or more class meetings that explicitly explore how course content contributes to understanding or furthering the public good.

**Diversity/Inclusion.** Explores the implications/manifestations of the course topic/content in relation to different social, historical, linguistic, or cultural identities; or focuses on non-Western traditions. Generally, for a course to earn this attribute, there must be one or more readings/activities that directly address issues of identity/inclusivity plus one or more class meetings in which these ideas are a substantial focus.

**Evidence-Based Inquiry.** Teaches how to evaluate, critically and responsibly, various forms of evidence from scientific data and textual support to the evaluation of source materials related to the course content, perhaps including how that content is represented (ethically and responsibly—or not) in public spheres. Generally, for a course to earn this attribute, there must be some readings or classroom instruction on what counts as appropriate and sufficient evidence for the claims related to the course’s content. Students will complete two or more exercises in which they analyze or critique how others use evidence—or fail to do so.

**Written and Oral Communication.** Teaches how to communicate effectively, ethically, and/or creatively using written, spoken, visual, material, and/or digital modes. Generally, for a course to earn this attribute, students should have at least two or three communicative experiences (papers, presentations, infographics, web entries); should receive some instruction on how to complete them; should receive feedback on at least one draft, with the possibility of revision and resubmission.

**Quantitative Reasoning.** Teaches how to use quantitative methods responsibly in addressing questions and solving problems. Generally, for a course to earn this attribute, students should have multiple experiences in using statistical/quantitative reasoning to support a position or analyze a situation; the course should also contain some instruction on how to assess the quality of claims supported by quantitative analyses, including their strengths and limitations.

**Collaboration/Experiential Learning.** Teaches how to work productively with others or to collaborate effectively and ethically with different communities. May manifest in applying general knowledge and skills in experiential learning settings. Students will have an opportunity to work with peers to complete a significant project, or they will have multiple opportunities to complete smaller projects. Or, students will have an opportunity to work with communities external to their classrooms, contributing to their addressing or understanding a problem or challenge. In both cases, the professor will provide guidance and strategies for working effectively and ethically and provide feedback.

## 5. Practice in the Public Good: Community Engagement

Central to the Common Curriculum for the Public Good is experiential learning. We have therefore made Practice in the Public Good a signature requirement. All students will complete an experiential learning project that provides direct experience with communities beyond the academy. Representing and analyzing their experience is a required element of their required Digital Portfolio (see below). Students may satisfy the Practice in the Public Good requirement by choosing one of three paths.

1. **Study abroad.** With a large percentage of DU students studying abroad, we expect that many will choose this option. As part of a 2-credit course prior to studying abroad, students will create a plan for documenting, reporting, and reflecting on their upcoming travel, whether through journals, blogs, images, videos, or recordings. Soon after returning, they'll complete a project to represent their experience, as part of the Digital Portfolio Practicum. This project may consist of a written or multimodal article, a video, a presentation, a podcast episode or so on, and it should include a reflective/analytic element in addition to reporting experiences.
2. Participation in a **University-level public good project.** As part of its Grand Challenge or related initiatives, DU will define opportunities for significant numbers of qualified undergraduates to participate in a project that serves a public good. This may include department or program-based projects open to qualified nonmajors. (Examples might be citizen science initiatives, community literacy work, oral history projects and so on.) Projects will include training and supervision (perhaps by a combination of DU faculty/staff, community partners, and advanced students). After completing a defined project or experience, as part of the Digital Portfolio Practicum, students will complete a report on their contributions, with a reflective element on what they learned and the effects/value of their efforts.
3. Completion of **an approved service-learning or community-engaged research project.** Students may complete a general education course that has an approved service learning or community-based research component. As part of the Digital Portfolio Practicum, students will complete a report that explains what they did and includes a reflective/analytic element.

### Digital Portfolio Practicum

During or, more likely, after they complete the Practice in the Public Good requirement, students will complete the **Digital Portfolio Practicum**. This two-credit course, likely organized through the Writing Center, will accomplish two goals. First, it provides space and support for student to complete a report on and reflection/analysis of their practical experience. Second, it leads students through creating a first draft of their portfolios: Selecting artifacts they plan to include; writing necessary introductions or contexts for those artifacts; completing the Practice in the Public Good report; identifying themes for reflection; designing their portfolio architecture. Taking the Practicum during or after the Practice in the Public Good experience encourages students to see how their different areas of study relate to practical experiences. It also prepares them to participate in the Capstone Seminar. Reminder: Students will receive a full introduction to the Portfolio Requirement in first year writing courses, and they will have collected artifacts from each of their common curriculum courses up to this point.

## 6. The Digital Portfolio

As part of their required general education work, students create a Digital Portfolio, wherein they reflect upon their individual growth as citizen-scholars by representing how they've accomplished the program's goals. These portfolios are also the basis of assessing the program.

### *Overview of the Portfolio*

1. In each general education course they take, students will select and archive at least one artifact (a paper, a project, a multimodal presentation (podcast, website, video) or so on) to add to the portfolio.
2. Students will have access to a server and applications that allow them easily to archive artifacts and to create their finished portfolios.
3. From the many artifacts they've archived, students will ultimately select six or seven to illustrate how they met overall program learning outcomes. One of these artifacts must be a project related to their Practice in the Public Good experience.
4. Students will write an introduction that explains their selected artifacts and discusses how these demonstrate their success in achieving several general education program outcomes.
5. Students will compose a reflection on how their general education experience overall has contributed to their understanding of the public good and their role toward realizing it.

### *Logistics*

1. First-year WRIT courses will introduce all facets of the portfolio to students.
2. Professors teaching general education courses will include in their syllabi standard information about the portfolio and will remind students to deposit at least one course artifact in their personal archives.
3. With the support of professional development funding, entities like the Writing Center, CCESL, Grand Challenges, Internationalization, and so on will generate an array of support and guidance to help students generate reports on their experiences. These will include online guidelines and examples, videos, examples of previously successful reports, workshop opportunities, one-on-one consultations, and so on.
4. During or, more likely, after they complete the Practice in the Public Good requirement, students will take the **Digital Portfolio Practicum**. Likely organized through the Writing Center, the course will lead students through creating a first draft of their portfolios: Selecting artifacts they plan to include; writing necessary introductions or contexts for those artifacts; completing the Practice in the Public Good report; identifying themes for reflection; designing their portfolio architecture. Taking the Practicum during or after the Practice in the Public Good experience ensures that students will begin to see how their different areas of study relate to practical experiences. It also prepares them to participate in the Capstone Seminar.
5. As part of their Capstone Seminar (see below), students will complete their final portfolios, including a reflection on their general education experience overall.

### *Assessment*

1. Each year, a random sample of portfolios (probably 10%) will be scored and analyzed by groups of faculty who receive stipends for their efforts. This scoring and analysis will be developed according to the general education learning outcomes, and it will constitute the assessment of the general education program. Which learning outcomes do students focus on—and which do they ignore? How well do students articulate what they have learned? How well do the artifacts they've chosen demonstrate that learning or achievement? Are there outcomes that would benefit from faculty professional development, either in curricula or pedagogy? Do any outcomes need revising?
2. With students' permission, exemplary portfolios will be archived in the university library.

## 7. The Capstone Seminar: Difference, Democracy, and the Public Good

The general education sequence culminates in a team-taught capstone seminar (CAPS) in which students integrate and reflect upon what they have learned about the ethos of citizen-scholarship and the pursuit of the public good through their experience of the general education program overall.

Titled “Difference, Democracy, and the Public Good,” the seminar invites students to take part in deep conversations with faculty about the relationship between the life of the mind as it practiced in a university and the lives that we lead in our neighborhoods, workplaces, and the world. How do differences in experience and identity shape the pursuit of knowledge? With what ethical consequences do knowledges created in universities interact with the wider world? How, as citizen-scholars, can we think and act together with one another and with wider communities so that our pursuit of knowledge contributes to our pursuit of the public good? Asking questions such as these together with faculty helps students to accomplish several of the curriculum’s goals: i.e., to gain a critical understanding of human diversity; learn ways to work together productively and responsibly; see how different areas of study contribute to realizing shared public goods; and reflect meaningfully on relationships among areas across the general education curriculum, between general education and their majors and careers, between personal goods and public goods, and between intellectual and other aspects of living.

In keeping with these ambitious goals, the course has a unique structure. Each iteration is team-taught by three members of faculty, who collaborate in its design and delivery and lead individually one of the three 15–17-student sections that comprise the total enrollment for the course. The three sections all meet together once a week for a lecture, and, on a second day, meet in individual sections for discussion. Working together, the faculty team sets the overall topic and questions, creating an organic dialogue among the members of the faculty team as well as between students and faculty, one that is grounded in the overlap between the faculty’s respective fields.

The three team members introduce the course together in week 1. Weeks 2–10 consist of three 3-week units. Each faculty member takes principal responsibility for one 3-week unit, lecturing, presenting, or otherwise performing on “lecture days,” while co-designing with the team the questions, activities, and assignments for “discussion days.” Thus, for example, a Tuesday/Thursday meeting schedule would look like this:

Lecture Tuesdays 4:00–5:50

Week 1	Professors A, B, and C introduce their foci and how they connect
Weeks 2–4	Professor A lectures
Weeks 5–7	Professor B lectures
Weeks 8–10	Professor C lectures

Discussion Thursdays 4:00–5:50

A’s section: weeks 1–10
B’s section: weeks 1–10
C’s section: weeks 1–10

To illustrate possible configurations of topics, we offer here (and, again, *only* to illustration) two potential iterations of CAPS course topics:

1. Professor A, a professor of Political Science affiliated with Native American Studies, leads a 3-week unit on the John Evans Committee Report. Professor B, a professor of Psychology, leads a 3-week unit on the psychology of historical trauma. Professor C, a professor of English, leads a 3-week unit on literary responses to trauma by Native American writers.

2. Professor X, a professor of Biology, leads a 3-week unit on the environmental causes of human health disparities. Professor Y, a professor of Philosophy, leads a 3-week unit on bioethics. Professor Z, a professor of Economics, leads a 3-week unit on theories of race and their role in the historical formation and development of American health, housing, and human services policies.

All three professors attend all lectures, though each is responsible for presenting only on the three lecture days of his/her unit. Each professor meets individually with his/her section on all discussion days. The faculty team collaborates on discussion questions, activities, and graded assignments, though each professor decides on these for his/her individual section and assigns the grades for that section's students.

On the one hand, CAPS courses will share a general similarity, insofar as all are broadly framed by the same question (i.e., the one that frames the curriculum overall: *What is the public good? And how can we, as citizens and scholars, contribute to realizing it?*), all pursue a common set of course goals, and all require students to compose and archive the final artifact of their Digital Portfolios (see below). On the other hand, however, each specific iteration of the Capstone Seminar course will differ, sometimes dramatically, from the others insofar as the specific articulations and extensions of the framing question, the specific experiences and areas of expertise brought to bear, and the specific approaches and pedagogies enacted in classrooms are principally dependent on the specific members of the collaborative faculty team.

Indeed, it is only via a course designed collaboratively by diverse and autonomous faculty that the capstone can truly serve *as* a capstone, enacting the unique idea of the public good as practiced at DU — not a static axiom from which to deduce univocal truths and enact their concomitant agendas, but a dynamic, multiform and multifaceted question, open to ongoing debate, inviting democratic participation and collaboration, demanding rigorous self-reflection and personal growth. In short, we hope that the culminating experience of general education, will embody for students and faculty alike the spirit of the public good that animates the common curriculum overall, shapes our distinctive approach to a liberal arts education, and defines our identity as a University.

### **CAPS and the Digital Portfolio**

A common requirement of all CAPS courses is that students compose the final element of their Digital Portfolio, a reflective piece that takes into account their general education experience overall (as embodied by the artifacts they will have archived from previous general education courses). Students will also complete the final draft of their portfolio, the penultimate draft of which they have previously completed in the Digital Portfolio Practicum. As a result, they will enter CAPS prepared to participate meaningfully in the seminar, to write the portfolio's final piece, and complete any revisions need before its final submission.

Capstone faculty will give feedback to students using university-wide guidelines and supported by university resources (see Logistics #3, page ) and by professional development. Capstone faculty will nominate some percentage of portfolios for "Distinction." A faculty group will review nominations and approve deserving students to receive a transcript notation and to have their portfolios added to a University collection to be housed in the library.



### Needed Professional Development and Support

A key vision statement for the new program underscores that “Faculty teaching general education courses will have resources and opportunities for professional development with colleagues across the program, including on concerns of curriculum and pedagogy that originate with them. Resources will be sufficient to implement pedagogical and curricular innovations.”

Accordingly, DU will allocate needed budgetary support for workshops, seminars, institutes, and resource creation needed to support many components of the program. These will take various forms. For example, there will be inauguration/planning/initiation workshops for faculty developing or teaching a component for the first time, and there will be occasional ongoing professional development events, in which faculty share experiences and address common challenges. There will be stipends that range from a few to several hundred thousand dollars for activities, depending on their scope and nature.

We assume that all of these professional development efforts will be led by DU faculty who are identified for their expertise, experience, and interest, and who will receive financial support for their efforts. We assume that logistical support will come from an established office on campus, perhaps the Office for Teaching and Learning or a newly established Center for General Education.

- Denver Seminar and Cohort workshop
  - ◊ Two-day first-time workshop to gain ideas and develop course materials for introducing the theme of the public good. First Year: 75 faculty @ 750. Following Years: ~20 faculty @750.
  - ◊ Annual half-day refresher workshop. 75 faculty @ \$250.
- Public Good Colloquium Series
  - ◊ 15 speakers at honorarium of \$1000
- Thematic Group course development
  - ◊ Support to design/redesign a course for one of the Thematic Groups. First two years: 100 faculty @ 1000. Subsequent years 50 faculty @ 1000.
  - ◊ Half-day annual seminar in which faculty meet by Thematic Groups to share experiences and ideas. 100@250
- Attributes workshops

Workshops for each of the six attributes, to help interested faculty members incorporate them into their courses.

  - ◊ One-day first-time workshops First year: 150 faculty @ 500; subsequent years: 75@500.
  - ◊ Annual half-day refresher workshops: 150 faculty @ 250.
- Digital Portfolio Practicum workshops
  - ◊ One-day workshop for faculty to develop strategies and materials for (a) helping students create reflective reports/projects for their practical experience and (b)

## Needed Professional Development and Support

helping students complete a first draft of their portfolio. First year: 50@500.  
Subsequent: 20@500.

- ◇ Annual half-day refresher workshops. 50@250.
- Workshop on Knowledge and Skills Courses and the Public Good
  - ◇ Workshops for interested Sciences, Mathematics, Languages, and Writing faculty on ways to integrate the public good framework into their Knowledge and Skills courses.
  - ◇ One-day first-time workshops First year: 100 faculty @ 500; subsequent years: 50@500.
  - ◇ Annual half-day refresher workshops: 100 faculty @ 250.
- Difference, Democracy, and the Public Good workshop
  - ◇ Half-day first-time workshop to gain ideas about creating and teaching a CAPS course. First Year: 78 faculty @250. Following years: 24 faculty @250.
  - ◇ Support for three-member faculty teams to plan their courses and to develop their individual strands. First time: 78 faculty @1000.
  - ◇ Annual one-day refresher workshop, with sharing experiences, addressing topics, and time for team work. 78@500.
- Portfolio Analysis and Scoring
  - ◇ Three-day working sessions, including training and norming, then analysis and scoring of a random sample of portfolios. 10 faculty @ 1000.

Note: We will need to budget up to an additional 10% to pay faculty developers/facilitators, purchase materials, provide refreshments, etc.

## Example Student Schedule

First Year	<p>Denver Seminar</p> <p>Writing, Rhetoric, and the Invention of the Public Good</p> <p>Researched Writing and the Ethics of the Public Good</p> <p>Public Good Colloquium Series</p> <p>Mathematics, Science sequence <i>And/or</i> Language sequence</p>	<p>The Public Good Colloquium Series is available to students throughout their four years. Some participation is required for first-year students.</p> <p>Students select and archive artifacts from each course for possible inclusion in the portfolio. The portfolio is thoroughly introduced in first year writing courses, drafted in the Digital Portfolio Practicum, and completed in CAPS.</p>
Second Year	<p>Human Cultures and the Physical World</p> <p>Mathematics, Science sequence <i>And/or</i> Language sequence</p>	
Third Year	<p>Any remaining Human Cultures and the Physical World courses</p> <p>Practice in the Public Good</p> <p>Digital Portfolio Practicum</p>	
Fourth Year	<p>Capstone: Difference, Democracy, and the Public Good</p>	

Note: Students should complete skills/tools in first two years.

	Public Good	Knowledge	Diversity	Evidence	Communication	Quantitative	Collaboration	Experiential	Reflection
DSEM	x	x							(x)
WRIT 1122	x	x		x	x		x		x
WRIT 1133	x	x		x	x		x	x	x
Science Sequence		x		x				x	(x)
Quantitative Reasoning		x		x		x			(x)
Languages & Cultures		x	x		x				(x)
Thematic Cluster	x	x	(x)	(x)	(x)	(x)	(x)	(x)	(x)
Remaining Knowledge and Skills courses	(x)	x	(x)	(x)	(x)	(x)	(x)	(x)	(x)
Practice in the Public Good	x	x	x		x			x	(x)
Capstone/Portfolio	x	x		x	x				x

Map of Outcomes onto Courses

## Table of Contents Appendices

A. First Letter to the Faculty, October 2017 .....	1
B. Parameters of General Education, December 2017 .....	4
C. General Education Interim Report, March 2018 (Followed by Student and Faculty Survey Tables) .....	11
D. Email to Faculty: Mission, Vision, Outcomes, May 2018 .....	141
E. Faculty Design Idea Generation Report, March 2019 .....	145
F. GERI Update: Designing General Education, April 2019 .....	183
G. Image of the GERI Portfolio Site.....	188

## Appendix A: First Letter to the Faculty, October 2017

October 18, 2017

Dear Faculty Colleagues,

The General Education Review and Inquiry (GERI) process launched in spring 2017 as an aspect of DU Impact 2025. Our group is charged with answering the question, “What should general education at DU look like in the next few years?” Our purpose is to identify the best possible outcomes and structure for the DU common curriculum, given *our* campus, *our* faculty, *our* students, *our* resources, *our* mission, and *our* vision.

The GERI Committee was formed after all deans and the faculty senate were asked to nominate potential members. Faculty were also individually invited to nominate themselves or others, and a member from student affairs was chosen. Individuals were selected less to represent a constituency than to analyze general education on behalf of the entire university.

We will soon begin the first round of surveys and discussion groups to garner insights and ideas. Faculty will have multiple, extensive opportunities to share their thoughts and experiences. We’ll invite you to respond to themes as they develop, including contributing to drafts of any proposed revisions. After all, general education requirements must represent the best thinking of the people entrusted with teaching and supporting them. Ultimately, the Undergraduate Council has responsibility for undergraduate programs, including the general education program.

Our process may yield results ranging from a reaffirmation of the existing common curriculum, to small adjustments of particular aspects of the program, to significant renovations, to a complete reconstruction. Should we repaint? Or would it be best to scrape and rebuild?

### **Our Process**

After an orientation meeting in June, the committee has met weekly since the start of fall quarter. Four broad questions shape our deliberations.

1. What can we learn from leading theories, best research, and aspirations in the scholarly literature?
2. What can we learn from examining general education programs at other schools, especially schools who share features with DU—this while recognizing that DU has its unique traditions, identity, resources, and goals?
3. What can we learn about the strengths and weaknesses of our current DU common curriculum? What are the experiences and effects for students? What are the experiences and effects for faculty? These questions demand that we carefully study our philosophy, goals, and outcomes and how they’re being realized.
4. What can we learn from DU’s aspirations and goals? Recent strategic planning efforts have created a vision of how DU should identify and enact itself. Any general education program should be consonant with campus visions.

We've initiated our work by considering goals and outcomes. We'll then analyze how these are expressed in requirements. There are crucial practical considerations, certainly, born of our institutional history and how the DU faculty has been built and organized. We'd be foolish to ignore them. But our first phase is inquiry, suspending nuts and bolts practical barriers until later in the process, when they surely will and must matter. Along the way we'll systematically seek ideas, input, and reactions from students, various constituencies, and most crucially faculty. We expect this iterative process to require the 2017-18 academic year.

## Frequently Asked Questions

### *1. Is there something wrong with the current Common Curriculum?*

We neither presume the Common Curriculum is flawed nor presume it's perfect. It's healthy to understand how the Common Curriculum is working—how it's achieving its outcomes and whether those outcomes are the best for our community. It's wise to explore new possibilities, even ones we might ultimately reject.

### *2. Why should we re-invent the wheel of general education?*

We shouldn't. Legions of theorists and researchers have generated thoughtful perspectives on what constitutes a best education, going back to the days of the medieval university's *trivium* and *quadrivium*. Recent scholars and educators have produced numerous syntheses of that work, taxonomies of possible philosophies and rationales. Organizations like the American Association of Colleges and Universities have devoted considerable time and expertise to identifying features they consider crucial to general education. Rather than devising everything from scratch, we're attending to that literature. We welcome you to do the same, if you'd like. The Committee has created a [Portfolio page with a number of readings and a bibliography](#). Most sections of the page are open to the entire University community.

### *3. Why not just identify the best gen ed program "out there" and emulate it at DU?*

We are, in fact, looking at other general education programs, including at DU's peer institutions. If we identify a structure that looks like a perfect fit, we'll pay it careful attention. However, it's crucial to remember that DU is DU. That is, we're an institution with a particular history and mission, a particular concatenation of programs and faculties, a particular set of resources, a particular geographical and higher educational position, a particular set of students and would-be students, a particular set of visions. Fort Lewis College might have a splendid gen ed program. We're not Fort Lewis. MIT might have a splendid gen ed program. We're not MIT. The challenge is determining the best general education program for who we are and who we aspire to be. Perhaps what we're doing now is very close to those aspirations. We'll determine that through the current process.

### *4. How can I make sure my voice is heard in the process?*

Expect soon to receive a survey that seeks your perspectives and insights on the current goals of the Common Curriculum. This will be but the first of many invitations to provide input. We'll use results to structure small group conversations, offering numerous opportunities for participation and engagement. We'll identify and synthesize broader themes from those conversations and from our own discussions of the literature, and we'll solicit responses, either in subsequent surveys, additional discussion groups, or combinations of both. We'll invite comments on draft proposals before we generate a final proposal. And, of course, you're welcome to share thoughts and ideas with the Committee. Please contact chair Doug Hesse at [dhesse@du.edu](mailto:dhesse@du.edu) or 303-871-7447.

5. *Doesn't everything eventually just come down to practical considerations of staffing, course offerings, seats, and schedules?*

At some level, yes. DU has finite resources, the faculty that we have, and so on. At an appropriate point, we'll ask and answer the important practical questions. But we shouldn't prematurely truncate options and potential based upon perceived limitations.

6. *Why should busy faculty make time for this process?*

Professors are fully engaged in teaching, research, and professional service, both on campus and in disciplines and community sites beyond. We're all busy—and includes members of our committee. DU faculty have devoted considerable energy in recent years shaping academic initiatives and institutional identities, and it may be easy to become weary or cynical. However, nothing is more fundamental to a university than determining what its graduates should learn and how they should come about the knowledge that they carry with them upon graduation. Along with chosen majors and minors, the general education experience is fundamental to undergraduate education. Likewise, the curriculum that we develop and teach is crucial faculty work.

Sincerely,

Chris Coleman, Professor of Emergent Digital Practices

Doug Hesse, Professor of English and Executive Director of Writing (Chair)

Barbekka Hurtt, Teaching Assistant Professor of Biological Sciences

Tonnett Luedtke, Director of Academic Advising

Kateri McRae, Associate Professor of Psychology

Nic Ormes, Associate Professor of Mathematics

Matt Rutherford, Associate Professor of Computer Science

Alison Schofield, Associate Professor of Religious Studies and Judaic Studies

Laura Sponsler, Clinical Assistant Professor, Morgridge College of Education

Billy J. Stratton, Associate Professor of English

John Tiedemann, Teaching Associate Professor of Writing

Cheri Young, Associate Professor of Hospitality

Questions or comments? Please contact Doug Hesse at [dhesse@du.edu](mailto:dhesse@du.edu) or 303-871-7447.



## Parameters of General Education: A Primer for the DU Community

The General Education Review and Inquiry Committee | December 2017

GERI maintains a set of resources visible to the DU community at  
<http://portfolio.du.edu/GenEdReviewInquiry2017>

*For inquiries or comments, please contact Doug Hesse, chair, at [dbesse@du.edu](mailto:dbesse@du.edu)*

Professors have debated what individual colleges and universities should require of their students for centuries—and with particular vigor since the rise of the majors/research model of the American university in the 19<sup>th</sup> century. Various philosophies, goals, and models of general education have been theorized and implemented, resulting in a vast scholarly literature. These, along with analyses of institutional environments and missions, have informed regular reviews and revisions of general education programs on nearly every American campus. Indeed, at least five of the ten schools in DU’s institutional comparison group have revised their programs in the last five years.<sup>1</sup>

The General Education Review and Inquiry (GERI) committee is analyzing DU’s current Common Curriculum against this backdrop. As we mentioned in a letter to the faculty on 11/3/17, we see little value in reinventing wheels or ignoring smart thinking elsewhere. We thought, further, that it would be helpful to distill the literature and context for the faculty as a whole. For colleagues who’d like a more complete, yet still concise overview of this literature, we recommend Cynthia A. Wells’s *Realizing General Education* (AEHE and John Wiley & Sons, 2016). The book is available digitally through Penrose library.

Wells characterizes general education programs as enacting options along two

dimensions. One dimension concerns **Functions** or philosophies/purposes. These can perhaps best be answered by answering the question “Who (or what) does the program primarily intend to benefit?” There are three main foci.

General education might be understood primarily as an **Individual Student Good**. Its purpose can be valued as developing intellectual capacities (such as bodies of knowledge), skills (such as quantitative reasoning, writing, communications), and philosophies of life, meaning, or ethics, all to the ends of creating “holistic” or “well-balanced” individuals and/or the ends of developing their employment skills.

General education might be understood primarily as a **Community/Societal Good**. Its goals can be articulated as creating an educated citizenry who are dedicated to certain civic and social values and knowledgeable about how to enact them. It has the goal to foster democratic ideals, domestically and globally.

Or general education might be understood primarily as an **Institutional Good**. Its purpose can be valued as forwarding the school’s mission and values, establishing and reinforcing the school’s identity. It may do so by fostering course integration or connections between curricular and co-curricular experiences. Another institutional purpose can be to provide

---

<sup>1</sup> DU’s current Common Curriculum was developed in 2009, through a revision process chaired by Professor Luc Beaudoin. Please

look for our separate primer, “A Recent Brief History of General Education at DU.”

teaching opportunities to meet faculty interests and staffing resources.

Obviously, these three functions can braid together—and often do. The more all three are valued equally, however, the more potentially difficult is the challenge of developing and delivering a particular model.

Wells identifies four main models. The **Core** model requires all students to take the same prescribed set of courses—not selections from a menu but, rather, the same courses or a least a very narrow set of choices. The Core model prizes consistency and centrality. It may have the advantages of simplicity, although that can come at the cost of significant challenges in deciding that narrow core, attracting sufficient faculty interest and expertise, staffing the core courses, and student choice.

The **Distribution** model requires students to fulfill requirements by choosing from a menu of offerings in each of several identified categories. (A venerable division is to require courses in social sciences, arts and humanities, natural sciences, communications, languages, and so on.) The Distribution model prizes breadth across a variety of disciplines. It may have advantages of choice to accommodate both student choice and faculty interests and, as a result, a political expediency, although these can come at the cost of consistency and coherence.

The **Competency** model requires students to develop particular skills and abilities rather than accumulate a particular set of courses. Those skills could include such things as written or oral communication, quantitative reasoning, languages, critical thinking, digital literacies, and so on. Or they might include facility with different epistemological traditions: methods of inquiry and research. The Competency model prizes development of skills. While this model may feature courses that focus on the skills, courses may also count toward the requirement by manifesting certain features (a

certain amount of writing, primary research, etc.). It may have the advantages of flexibility, as skills can be designed into a range of courses, although this can come at the cost of breadth, centrality, and perhaps logistical tidiness, especially as particular competencies are layered over many courses.

Finally, the **Thematic** model requires students to complete a strand of courses commonly denominated by a topic, issue, or theme (“sustainability,” for example, or “poverty” or “climate change”). A campus may offer a single thematic strand for each cohort of students or may allow students to select from a select menu of strands, and there may or may not be a distribution imperative (“choose one humanities, one social science, and one natural science course on the theme of war,” for example). The Thematic model prizes depth and integration. It may have additional advantages of common experiences and identities across campus, although these can come at the cost of achieving faculty agreement on themes and the concern by some faculty about “disciplinary integrity” as those faculty may find some themes less amenable than others to what’s central to their fields.

For obvious reasons, few general education programs manifest purely just one of these models (with those that do mainly enacting Distribution). Instead, programs exist as a conglomerate—and sometimes a compound—of each. There maybe a few core requirements, a further layer of distribution requirements, and perhaps some overarching learning outcomes or competencies. Thematic elements are less frequent in general education programs, but not absent. Furthermore, any given program embodies one or more Functions, explicitly or implicitly, intentionally or accidentally.

The current Common Curriculum at DU combines Core, Distribution, and Competency elements, in a fairly ambitious and comprehensive fashion.<sup>2</sup> The most

---

<sup>2</sup> For convenience, we’ve reproduced the DU Common Curriculum as Appendix A.

explicit Core element is the requirement of two writing courses, offered in multiple sections but all featuring the same goals, amounts and types of writing, similar minimal terminologies and content, and so on. Language study is another core element, though students obviously choose among different languages. FSEM and ASEM also manifest core elements. They're specific courses required of all students and explicit characteristics for all sections, although contents intentionally vary across their many sections.

The DU Common Curriculum's distribution element is most obvious in the "Ways of Knowing" category of requirements. As Appendix A lays out, students must take

- 1 course in mathematics, formal reasoning or computational sciences
- 3 sequenced courses in one core area of science
- 2 courses in the arts and humanities
- 2 courses in the social sciences

It's important to note, however, the larger framework in which this distribution is set, within the categories of "Ways of Knowing." There is an intentional design to develop student awareness of and competency with epistemology. That is, there are different knowledge-making traditions in the academy, marked by not only by differing content knowledges, traditions, and disciplinary histories, but also by differing inquiry and research processes, differing assumptions about what counts as evidence, differing ways of making arguments or reporting ideas, and so on.

The Common Curriculum foregrounds two broad epistemologies, Analytic Inquiry and Scientific Inquiry. The second required writing course, WRIT 1133: Writing and Research, introduces students to the ideas of how ways of knowing manifest in ways of writing that are important in the university. Students practice writing in three broad research traditions, each with its own set of genres and assumptions. Quantitative research seeks to subject phenomena to

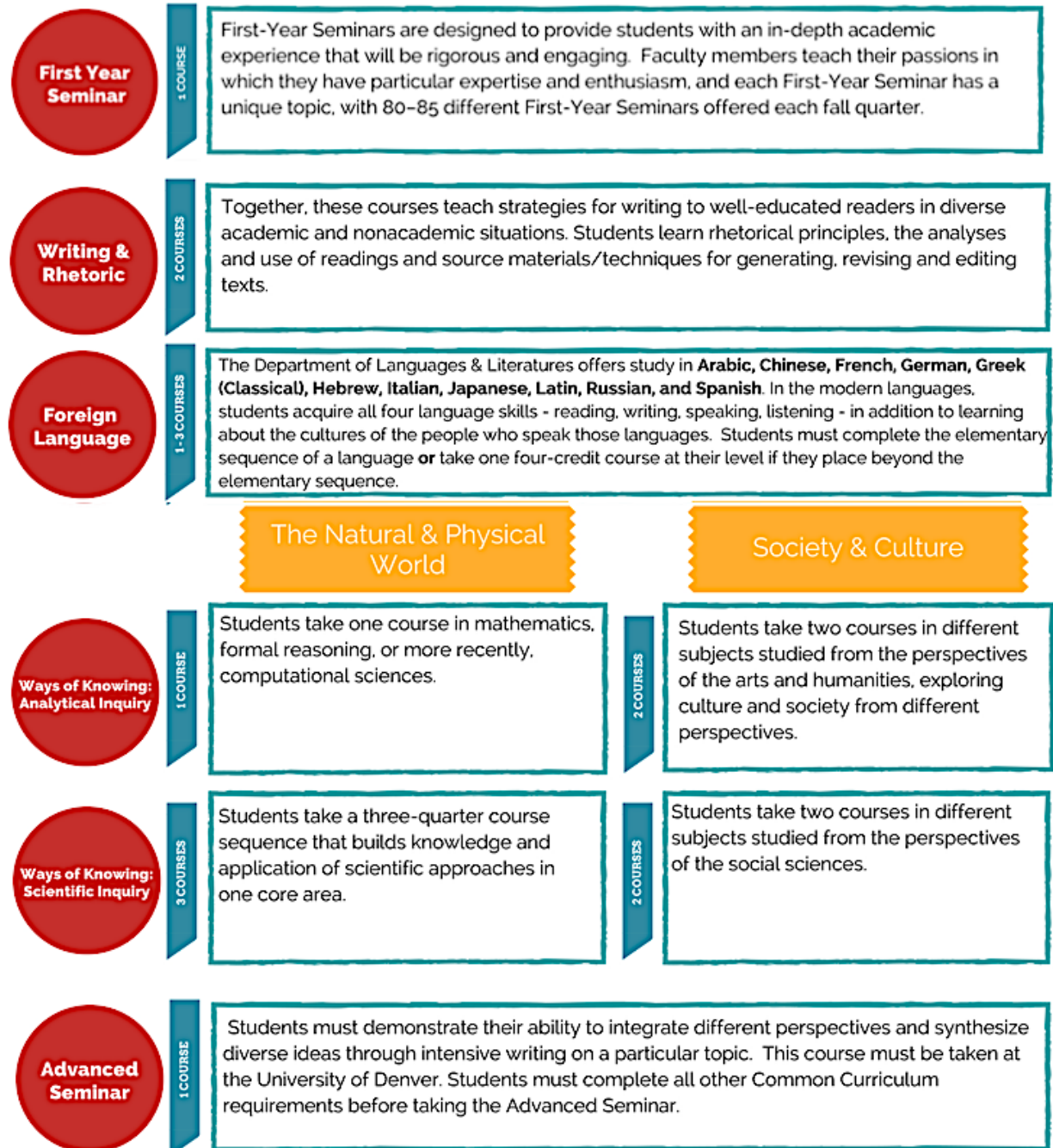
measurement, followed by analysis through statistical means. Qualitative research gathers systematic observations (through interviews, open-ended surveys, ethnographic observation and so on) of phenomena and subjects them to interpretation. Textual (or artifact-driven) research analyzes and interprets writings (or paintings, musical compositions, buildings, or so on) through particular lenses. All three traditions have an interpretive element in light of bodies of previous scholarship. (And clearly they intertwine.)

The Common Curriculum is one important way that DU strives to achieve its Undergraduate Student Learning Outcomes. (The other important channels are through majors and minors, elective coursework, and co-curricular initiatives.) Appendix B of this report lists the six Undergraduate Learning Outcomes (which aren't under review at this time). Following them are the sixteen outcomes of all the requirements within the common curriculum, accompanied by their mapping onto the Undergraduate Outcomes. One thing the GERI Committee noted is that Common Curriculum outcomes are fragmented and siloed in ways that have made it difficult to assess the Common Curriculum *as a whole*. There are productive assessments of individual courses and categories, no doubt facilitated by the particularity of those 16 outcomes, but a larger focus is difficult. We're working through a number of measures to assess the efficacy of the common curriculum.

Why does all of this context matter? An important first step is to agree on the purpose and goals of general education at DU, understanding options and desiderata not only in terms of DU's mission, circumstances and local traditions and resources but also in relation to the best thinking and practices extant in the wider universe of higher education.

## Appendix A: The Current Common Curriculum at DU

Following is a graphic layout of the existing Common Curriculum requirements at DU.



Appendix B  
Undergraduate Student Learning Outcomes and  
The Common Curriculum at the University of Denver

Discussed in GERI Committee, 9/27/17

## Undergraduate Student Learning Outcomes

Adopted 2007, <https://www.du.edu/uap/learning-outcomes/>

Over the course of a three-year planning process, the Undergraduate Student Learning Group met with each undergraduate academic department and with the Faculty Senate to develop the Undergraduate Student Learning Outcomes. These outcomes flow directly from the University's educational mission and goals as they emphasize learning across and within the disciplines, intellectual engagement, as well as engagement with both local and global communities.

We are dedicated to helping students achieve the following learning and developmental outcomes by the time they graduate. These outcomes demonstrate that the University values liberal learning and the breadth of thinking that derives from it, as well as disciplinary and interdisciplinary learning and the depth of thinking derived from those.

### **QUANTITATIVE REASONING**

Students describe quantitative relations and apply appropriate quantitative strategies to examine significant questions and form conclusions.

### **COMMUNICATION**

Students develop considered judgements and craft compelling expressions of their thoughts in written, spoken, visual, technologically-mediated, and other forms of interaction.

### **INTELLECTUAL ENGAGEMENT AND REFLECTION**

Students demonstrate a commitment to self-sustained learning and cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible.

### **ENGAGEMENT WITH HUMAN DIVERSITY**

Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.

### **COMMUNITY ENGAGEMENT**

Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.

### **DISCIPLINARY KNOWLEDGE AND PRACTICE**

Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).

## DU Common Curriculum Student Learning Outcomes

Adopted 2009, <https://www.du.edu/uap/common-curriculum/>

### STUDENT LEARNING OUTCOMES

AREAS OF INQUIRY		
	The Natural & Physical World	Society & Culture
First Year Seminar	<ul style="list-style-type: none"> <li>Students who successfully complete the FSEM will be able to:               <ul style="list-style-type: none"> <li>Engage in critical inquiry in the examination of concepts, texts, or artifacts, and</li> <li>Effectively communicate the results of such inquiry</li> </ul> </li> </ul>	
First-Year Writing & Rhetoric	<ul style="list-style-type: none"> <li>Demonstrate the ability to compose for a variety of rhetorical situations</li> <li>Demonstrate the ability to write within multiple research traditions</li> </ul>	
Foreign Language	<ul style="list-style-type: none"> <li>Demonstrate basic proficiency in a language of choice in the following skills: writing, speaking, listening, and reading</li> <li>Demonstrate proficiency in learning about a culture associated with a language of choice</li> </ul>	
Ways of Knowing - Analytical Inquiry	<ul style="list-style-type: none"> <li>Apply formal reasoning, mathematics, or computational science approaches to problem solving</li> <li>Understand and communicate connections between different areas of logic, mathematics, or computational science, or their relevance to other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to create in written, oral, or any other performance medium or interpret texts, ideas, or cultural artifacts</li> <li>Identify and analyze the connections between texts, ideas, or cultural artifacts and the human experience</li> </ul>
Ways of Knowing - Scientific Inquiry	<ul style="list-style-type: none"> <li>Apply knowledge of scientific practice to evaluate evidence for scientific claims.</li> <li>Demonstrate an understanding of science as an iterative process of knowledge generation with inherent strengths and limitations.</li> <li>Demonstrate skills for using and interpreting qualitative and quantitative information.</li> </ul>	<ul style="list-style-type: none"> <li>Describe basic principles of human functioning and conduct in social and cultural contexts</li> <li>Describe and explain how social scientific methods are used to understand the underlying principles of human functioning</li> </ul>
Advanced Seminar	<ul style="list-style-type: none"> <li>Demonstrate the ability to integrate and apply context from multiple perspectives to an appropriate intellectual topic or issue</li> <li>Write effectively, providing appropriate evidence and reasoning for assertions</li> </ul>	

#### Outcomes listed

- Engage in critical inquiry in the examination of concepts, texts, or artifacts, and effectively communicate the results of such inquiry
- Demonstrate the ability to compose for a variety of rhetorical situations
- Demonstrate the ability to write within multiple research traditions
- Demonstrate basic proficiency in a language of choice in the following skills: writing, speaking, listening, and reading
- Demonstrate proficiency in learning about a culture associated with a language of choice
- Apply formal reasoning, mathematics, or computational science approaches to problem solving
- Understand and communicate connections between different areas of logic, mathematics, or computational science, or their relevance to other disciplines
- Demonstrate the ability to create in written, oral, or any other performance medium or interpret texts, ideas, or cultural artifacts
- Identify and analyze the connections between texts, ideas, or cultural artifacts and the human experience
- Apply knowledge of scientific practice to evaluate evidence for scientific claims.
- Demonstrate an understanding of science as an iterative process of knowledge generation with inherent strengths and limitations.
- Demonstrate skills for using and interpreting qualitative and quantitative information.
- Describe basic principles of human functioning and conduct in social and cultural contexts
- Describe and explain how social scientific methods are used to understand the underlying principles of human functioning
- Demonstrate the ability to integrate and apply context from multiple perspectives to an appropriate intellectual topic or issue
- Write effectively, providing appropriate evidence and reasoning for assertions

### From 2014 DU Assessment Plan and Report

“The dark green areas are components of the Common Curriculum that always address the particular outcome, while the light green areas are components that may do so, as applicable.”

**Table 3. Alignment of the Common Curriculum with the Undergraduate Learning Outcomes**

		Undergraduate Learning Outcomes						
		Epistemology & Inquiry	Quantitative Reasoning	Communication	Intellectual Engagement & Reflection	Engagement w/ Human Diversity	Community Engagement	Disciplinary Knowledge & Practice
Common Curriculum	First-Year Seminar							
	Writing and Rhetoric							
	Language							
	WAYS OF KNOWING	Analytical Inquiry & The Natural and Physical World						
		Scientific Inquiry & The Natural and Physical World						
		Analytical Inquiry & Society and Culture						
		Scientific Inquiry & Society and Culture						
	Advanced Seminar							



## Winter 2018 Report on General Education at DU

### An Interim Report from the General Education Review and Inquiry Committee

March 2, 2018

Chris Coleman, Emergent Digital Practices; Doug Hesse, English and Writing (Chair); Barbekka Hurtt, Biological Sciences; Tonnett Luedtke, Academic Advising; Kateri McRae, Psychology; Nic Ormes, Mathematics; Matt Rutherford, Computer Science; Laura Sponsler, Morgridge College of Education; Billy J. Stratton, English; John Tiedemann, Writing; Cheri Young, Hospitality

### Executive Summary

After a six-month review of history, theory, research, and implementation models for general education programs in American colleges and universities, and after analyzing the Common Curriculum at the University of Denver, the General Education Review and Inquiry Committee (GERI) has reached some initial conclusions. To arrive at them, we studied DU documents, surveyed the faculty, held open faculty listening forums, conducted a targeted student survey, and led student focus groups. In respect to widely-accepted theoretical and structural frameworks for general education, the Common Curriculum has a primary function of serving the individual student good, with a related secondary function of serving the civic good. The CC models a combination of distribution and competencies, the latter including knowledge of and experience with epistemological traditions in the academy (“Ways of Knowing”) and development of identified skills. With this context in mind, our work has generated seven working conclusions, which are elaborated in the full report:

- A. Whatever the substantive merits of the current DU Common Curriculum, neither students nor faculty understand its logic and purpose to an extent that is desirable.
- B. A general education program that clearly manifests integration and purpose is desirable.
- C. The learning outcomes in the Common Curriculum do not currently foster coherence and purpose, even though they are well-intentioned.
- D. There is a disparity between the DU Undergraduate Learning Outcome for community engagement and the representation of community engagement in the Common Curriculum.
- E. Diversity and inclusivity are manifested in the Common Curriculum learning outcomes and requirements much less than they are in the Undergraduate Learning Outcome for Engagement with Human Diversity.
- F. Any general education program at DU must leverage the strengths of the university and embody its mission and vision.
- G. Whatever revisions are made as a result of the review process, the program clearly will need to be accompanied by a significant communications effort, plus significant ongoing faculty development and learning.

These initial conclusions have opened a number of additional questions for inquiry, and our committee will invite all DU faculty to participate in a number of further conversations before we propose draft revisions of the Common Curriculum in June, which will be the focus of discussion and revision in fall 2018.

### Contents

Current Contexts for General Education .....	1
Description of the DU Common Curriculum.....	3
Conclusions: Analysis of the Common Curriculum .....	5
Further Questions .....	8
Next Steps .....	9

#### *Appendices*

- A. General Education at DU Comparison Schools and Others
- B. Findings from the Faculty Survey
- C. Findings from the Student Survey
- D. Communications and reports to faculty to date
- E. A 25-year History of General Education at DU
- F. Timeline



## Current National Contexts for General Education

Educators have debated university degree requirements for centuries—and with particular vigor since the 19th century rise of the majors/research model of the American university. (As Appendix F summarizes, DU has revised general education twice since 2000.) Various philosophies, goals, and models of general education have been theorized and implemented, resulting in a vast scholarly literature. These, along with analyses of institutional environments and missions, have informed regular reviews and revisions of general education programs on nearly every American campus. One complete, yet concise overview of this literature, is Cynthia A. Wells’s *Realizing General Education* (AEHE and John Wiley & Sons, 2016).

Wells characterizes general education programs as enacting options along two dimensions: **Functions** and **Models**. Functions are, generally, philosophies or purposes for the general education program. These can perhaps best be understood as answers to the question “Who (or what) does the program primarily intend to benefit?” There are three main foci.

General education might be understood primarily as an **Individual Student Good**. Its purpose can be valued as developing intellectual capacities (such as bodies of knowledge), skills (such as quantitative reasoning, writing, communications), and philosophies of life, meaning, or ethics, all directed to the ends of developing “holistic” or “well-balanced” individuals and/or the ends of enhancing their employment skills.

General education might be understood primarily as a **Community/Societal Good**. Its goals can be articulated as producing an educated citizenry who are dedicated to certain civic and social values and who are knowledgeable about how to enact them. It has the goal to foster democratic ideals, domestically and globally.

General education can also be understood primarily as an **Institutional Good**. Its central purpose can be identified as forwarding the school’s mission and values, establishing and reinforcing institutional identity. It may do so by fostering course integration or connections between curricular and co-curricular experiences. Another institutional purpose can be to provide teaching opportunities to meet faculty interests and staffing resources.

Obviously, these three functions can braid together—and often do. The more all three are valued equally, however, the more potentially difficult is the challenge of developing and delivering a particular model.

Wells identifies four main **models**. The **Core** model requires all students to take the same prescribed set of courses—not selections from a menu but, rather, the same specific courses or at least a very narrow set of choices. The Core model prizes consistency, cohesion, and centrality. It may have the advantages of simplicity, although that may come at the cost of significant challenges in deciding the make up of the limited core of courses, attracting sufficient faculty interest and expertise, staffing the core courses, and student choice.

The **Distribution** model requires students to fulfill requirements by choosing from a menu of offerings in each of several defined categories. (A venerable division is to require courses in social sciences, arts and humanities, natural sciences, communications, languages, and so on.) The Distribution model prizes breadth across a variety of disciplines. It may have advantages of choice to accommodate both student preferences and faculty interests and, as a result, a political expediency, although these can come at the cost of consistency and coherence.

The **Competency** model requires students to develop particular skills and abilities rather than accumulate a particular set of courses. Those skills could include such things as written or oral communication, quantitative reasoning, additional language acquisition, critical thinking, digital literacies, and so on. Or they might include facility with different epistemological traditions: methods of inquiry and research. The Competency model prizes the development of skills. While this model may feature courses that focus on specified skills, courses may also count toward the requirement by exhibiting certain features (a specified amount of writing, primary research, etc.). It may have the advantages of flexibility, as skills can be designed into a range of courses, although this can come at the cost of breadth, cohesiveness, and perhaps logistical tidiness, especially as particular competencies are layered across numerous courses.

Finally, the **Thematic** model requires students to complete a strand of courses commonly denominated by a particular topic, issue, or theme (“sustainability,” for example, or “poverty” or “climate change”). A university may offer a single thematic strand for each cohort of students or may allow students to select from a select menu of thematic strands, and there may or may not be a distribution imperative (“choose one humanities, one social science, and one natural science course on the theme of war,” for example). The Thematic model prizes depth and integration. It may have additional advantages of building common experiences and identities across campus, although these can come at the cost of achieving faculty agreement on themes and the concern by some faculty about “disciplinary integrity” as those faculty may find particular themes less amenable than others in relation to what is central to their own fields.

For obvious reasons, few general education programs manifest purely just one of these models (with those that do mainly enacting Distribution). Instead, programs exist as a conglomerate—and sometimes a compound—of each. There maybe a few core requirements, a further layer of distribution requirements, and perhaps some overarching learning outcomes or competencies. Thematic elements are less frequent in general education programs, but not absent. Furthermore, any given program embodies one or more Functions, explicitly or implicitly, intentionally or incidentally.

The functions and organization of general education programs vary according to institutional type, mission, purpose, culture, and identity, yet all share one commonality - defined learning outcomes. In recent years, the Association of American Colleges and Universities (AACU), has championed a liberal education model termed the LEAP Initiative and is organized around [four “essential” learning outcomes](#): Knowledge of Human Cultures and the Physical and Natural World, Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative and Applied Learning.

The LEAP Initiative also focuses on high impact practices (HIPs). High impact practices have been widely studied and have been found to benefit student learning from a diversity of backgrounds, especially historically marginalized student populations. There are eleven identified high impact practices: First-Year Experiences; Common Intellectual Experiences; Learning Communities; Writing-Intensive Courses; Collaborative Assignments and Projects; Undergraduate Research; Diversity/Global Learning; ePortfolios; Service Learning, Community-Based Learning; Internships; Capstone Courses and Projects.

To determine how to assess general education, the LEAP initiative used contributions from experts at over 100 institutions to develop [VALUE rubrics](#) to analyze several specific

outcomes. The most robust mechanism for doing so uses digital portfolios that students create throughout their undergraduate careers. Initiatives like LEAP allow individual schools to ground their general education programs in national research and practice while encouraging institutional autonomy, flexibility, and the uniqueness of each campus culture.

[A survey of 400 employers](#), conducted by Hart Research Associates for AAC&U, indicated that companies hiring college graduates strongly valued general education and the skills/abilities it fostered. Here are four of the study's seven major findings:

1. Employers overwhelmingly endorse broad learning as the best preparation for long-term career success. They believe that broad learning should be an expected part of college for all students, regardless of their chosen major or field of study.
2. When hiring recent college graduates, employers say they place the greatest priority on a demonstrated proficiency in skills and knowledge that cut across majors. Written and oral communication skills, teamwork skills, ethical decision-making, critical thinking skills, and the ability to apply knowledge in real-world settings are the most highly valued among the 17 skills and knowledge areas tested.
3. Employers broadly endorse an emphasis on applied learning in college today. They believe that engaging students in applied learning projects would improve learning and better prepare them for career success.
4. Employers say that, when evaluating a job candidate, it would be helpful for them to have access to an electronic portfolio summarizing and demonstrating the individual's accomplishments in key skill and knowledge areas, in addition to a résumé and college transcript.

Finally, as part of our work, we reviewed general education programs as they currently exist at the universities DU uses as its comparison and peer group, along with a few select additional schools. For a summary of that exploration, please see Appendix A.

## **Description of the Common Curriculum at DU**

In terms of the philosophies and structures that now define American general education programs (see Section 1), the existing Common Curriculum at DU combines two functions and three models. Primarily, it emphasizes the individual good function of developing critical knowledge and skills. Secondly, it emphasizes the social good function of preparing students for leadership and citizenship in a global society.

In terms of models, the current Common Curriculum at DU mainly combines Distribution and Competency. The distribution element is most noticeable in requirements that students take 1 course in mathematics, formal reasoning or computational science, 3 sequenced courses in one core area of science, 2 courses in the arts and humanities, and 2 courses in the social sciences. However, this distribution is set within the categories of "Ways of Knowing," revealing the curriculum's main focus on Competencies. There is an intentional design to develop student awareness of epistemology, different knowledge-making traditions in the academy. The Common Curriculum foregrounds two broad epistemologies, Analytic Inquiry and Scientific Inquiry. The second required writing course, WRIT 1133: Writing and Research, introduces students to how these epistemologies result in different academic writing traditions, research traditions, and disciplinary practices. The ASEM course is designed to have students explore topics or issues through multiple perspectives. A somewhat different aspect of the competency model is present in

the writing requirement, the language requirement, and the mathematics/computational requirement.

### **First Year Seminar**

1 course (4 credits)

First-Year Seminars are designed to provide students with an initial academic experience that will be rigorous and engaging, focusing on academic skills that include critical reading and thinking; writing and discussion; quantitative reasoning; argument and debate. Each of 80-85 First-Year Seminars offered each fall quarter has a unique topic.

### **Writing and Rhetoric**

2 courses (8 credits)

Beginning in the winter quarter of their first year, students take two sequenced writing courses, WRIT 1122 and WRIT 1133. Students learn rhetorical principles, the analysis and use of source materials, and techniques for generating, revising and editing texts for specific situations, all as foundation for writing in subsequent Common Curriculum courses, in the major, and in civic life. Students also learn to produce researched writing in various “ways of knowing” traditions, including textual/interpretive (the analysis of texts or artifacts such as images or events); qualitative (analyses based on observations or interviews); and quantitative (analysis of data).

### **Language**

1–3 courses (4–12 credits)

In language courses, students acquire linguistic skills in a language other than English. DU is an internationalizing university that encourages multi-skill language learning. Students also study a different expression of culture through language.

### **Analytical Inquiry: The Natural and Physical World**

1 course (4 credits)

This area is designed to provide all students, regardless of major, basic knowledge of how to understand and use principles of mathematics and computational sciences as a formal means of inquiry in the natural and physical world.

### **Analytical Inquiry: Society and Culture**

2 course minimum (8 credits)

Human cultures are specific to time and place, and the practices and values of different societies can vary widely. Students take two courses in different subjects studied from the perspectives of the arts and humanities, learning how to analyze the products of human societies and cultures, including works of art, music, literature, philosophy and history.

### **Scientific Inquiry: The Natural and Physical World**

3 sequential courses (12 credits)

Courses provide a three-quarter experience, with accompanying laboratories, that builds knowledge and application of scientific approaches in one core area, with an emphasis on significant social implications and on fostering reasoning skills and reflective judgment. Students apply scientific methods, analyze and interpret data, and justify conclusions where evidence may be conflicting. Students explore the strengths and weaknesses of scientific knowledge and reflect

on the connections between the natural sciences, technologies and other ways of knowing and constructing human experiences.

### **Scientific Inquiry: Society and Culture**

2 course minimum (8 credits)

Students learn principles of human functioning and conduct in social and cultural contexts and come to understand how these are studied using scientific methods. Students take two courses in different subjects addressed from the perspectives of the social sciences; they are thus exposed to varying approaches and levels of analysis (e.g., physiological, evolutionary, mental, social and cultural processes).

### **Advanced Seminar**

1 course (4 credits)

Successful individuals also must be able to navigate a complex political, social, cultural and economic environment that challenges more traditionally limited concepts of higher education and competencies. ASEM's approach a significant issue or topic from multiple perspectives in a course designed for non-majors. Students demonstrate their ability to integrate different perspectives and synthesize diverse ideas through intensive writing on that topic.

## **Conclusions: Analysis of the Common Curriculum**

In addition to studying the goals, structures, and assessments of the existing Common Curriculum, in place since 2009, we invited DU faculty to share their ideas and insights through two means. First, we asked 714 faculty in fall 2017 to complete a survey. Some 180 faculty answered the call, including by writing extensive comments. We provided a snapshot of some findings in January 2018. You can see more extended results in Appendix B. We also held three open forums to which we invited all faculty; GERI members listened and took notes. Second, we asked a targeted group of students, primarily those enrolled in ASEM courses but also those enrolled in courses taught by GERI members, along with others, to complete a survey. This was an opportunity sample. Some 450 students completed the survey, with many also providing written comments. These results are available for review in Appendix C. Additionally, we conducted focus groups in three ASEM courses, choosing to hear from students who were nearing completion of the Common Curriculum. From our analysis and from the faculty and student sources, we generated eight findings that will inform our further work:

### **A. Whatever might be the substantive merits of the current Common Curriculum, neither students nor faculty understand its logic and purpose to the extent that is desirable.**

Only 33% of surveyed faculty agree that “most undergraduate students understand and value the theory and outcomes of the current Common Curriculum as a whole.” And only 39% agree that their faculty colleagues do.

In part, the issue is one of terminology. For example, Ways of Knowing terminologies such as “Analytical Inquiry” and “Scientific Inquiry,” especially as reduced to AI and SI, have little meaning to faculty and students. Terminology aside, however, it is also clear that, for students, the issue has to do with grasping the deeper purpose of the Common Curriculum structure

and its relationship to other elements of undergraduate education, especially the major. While students report that they perceive the value of individual Common Curriculum courses, and many can articulate broad values of general education (“to make us well rounded” is a common refrain in the student survey), students generally perceive the Common Curriculum as a series of elements to check off. As one student writes, reflecting a sentiment held by many, “I would recommend decreasing the amount of common core classes, as they seem to just take away from the classes that I need to or want to take that apply to my major.” On the whole, students perceive the Common Curriculum program to be less an opportunity than an obligation.

An associated result is a perceived lack of coherence. While, theoretically, the Common Curriculum has coherence embedded in a set of skills and epistemologies, as a practical matter, students (and many faculty) perceive it less as an integrated experience spread over several courses than as a largely disconnected congeries of experiences that may or may not overlap. The FSEM and ASEM courses structurally make sense as bookends to the curriculum; however, the curriculum as a whole stands in need of a more purposeful sense of coherence, both in its structure and in the ways that we talk about it.

**B. A general education program that clearly manifests integration and purpose is desirable.**

As we have noted, faculty and, especially, students perceive the existing Common Curriculum as fragmented and not necessarily tied to the larger DU mission and vision. We believe the university community would be better served by more clarity of purpose and connection. Still, we recognize that students and, especially, faculty might see this goal as having a cost. There is a tension between coherence/integration and the relative freedom for faculty, in teaching courses they can develop for a vast menu, and for students in making choices from that catalog to fit own interests.

**C. The [learning outcomes in the Common Curriculum](#) don’t foster coherence and purpose, even though they are well-intentioned.**

In the interest of assessment, faculty teams reasonably created learning outcomes for each of the eight course areas. There are 18 outcomes as a result. While this may facilitate discrete assessments, it practically (and inadvertently) invites a view of the curriculum as a set of boxes, widely dispersed and possibly disconnected. Even well-intentioned actions like mapping the Core Curriculum into the seven [DU Undergraduate Student Learning Outcomes](#), to which they’re subordinate, may contribute to this effect. It would be beneficial to develop some fewer learning outcomes and state them in a way that invite the community to see connections among practices and experiences in the curriculum.

**D. There is a disparity between the DU Undergraduate Learning Outcome for community engagement (“Students consider their relationships with their own and others’ physical and social communities as they engage collaboratively with those communities”) and the representation of community engagement in the Common Curriculum.**

Whether (let alone how) this should be reconciled is a matter for deliberation. Currently, while six of the eight Common Curriculum areas “might” focus on engagement, none are marked as “always addressing” it. Now, one position could be that community engagement happens best and most fully in the major, minor, or co-curriculum. Another possibility is that the current mapping doesn’t reflect the actual practice. Still, given the centrality of “public good” in DU’s vision, along with the emphases of Impact 2025, we should seriously consider manifesting community engagement in the general education program. We note, further, the broadly open definition of “community” in this outcome. While DU reasonably imagines communities external to our campus, there are also many “internal” DU communities. We note, last, that “engagement” can take many forms, from direct “service” to intentional or applied research.

- E. Diversity and inclusivity are manifested in the Common Curriculum learning outcomes and requirements much less than they are in the Undergraduate Learning Outcome for Engagement with Human Diversity.** (“Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.”)

While five of the eight Common Curriculum areas “might” focus on human diversity, only one them (Languages and Cultures) is identified as “always addressing it.” As with community engagement, one might contend that inclusivity and diversity are most focally treated in a major, minor, or co-curriculum. Likewise, it may be the current mapping doesn’t reflect the actual practice. Still, given DU’s mission, vision, and strategic direction, engagement with human diversity should be a more intentional part of our general education program.

- F. Any general education program at DU must leverage the strengths of the university and embody its mission.**

The committee has noted many times that there are a few basic models for general education that manifest in dozens of variations across higher education. While we can learn from those models (and we should), ultimately we need to build a program that fits DU’s distinctive faculty, mission, and vision. While this needn’t mean devising a program that is absolutely unique, it should be clear from anyone looking from the outside that, given what they know of DU’s identity and aspirations, they’d respond, “Of course, I can see why DU would develop that general education program.”

- G. Whatever revisions are made as a result of the review process, then, it is clear that program will need to be accompanied by a significant communications effort, plus significant, ongoing professional development learning.**

Student knowledge about the rationale and goals of general education at DU cannot be confined to Discoveries Week or occasional informational or marketing messages. Instead, this needs to be embedded in advising, in the ways we help students choose majors, and in the curriculum and our pedagogies, i.e., in how faculty connect their courses across the program. We also need to invest in ongoing, faculty-led professional development and learning for designing and teaching general education courses.



## Questions for Further Exploration

---

Surveys, listening sessions, committee discussions, and other information gathering activities on have generated several insights about the present state of the CC and its desired future. The Committee has generated further questions to consider, research, or raise for further discussion. No position is implied in raising any of these questions. The list isn't exhaustive.

- A. Given the frameworks of general education as an individual good, a social good, and an institutional good, what should be the emphasis or combination here at DU?** In other words, what is the overarching purpose of a DU general education?
- B. How do students see their own lives reflected in the curriculum?** Are their experiences and identities visible? To what extent is this true for different groups of students?
- C. What learning outcomes of general education at DU do we want to articulate and deliver?** That is, which of the broader undergraduate learning outcomes are most essential to general education and which are more the responsibility of the major, etc.?
- D. What is the place of the Common Curriculum relative to the other common experiences suggested by Impact 2025?** DU Impact 2025 outlines elements of a common undergraduate experience beyond the Common Curriculum itself — a “Common Co-Curriculum,” perhaps (e.g., Grand Challenges), or a “Common Extra-Curriculum” (e.g., a required workshop on “navigating DU, navigating life). Which of these overlap, or should overlap, with the goals of the Common Curriculum? That is, in what ways should the *identity* of the Common Curriculum be defined in relationship to these other elements of the broader undergraduate common experience?
- E. Is the current distribution of requirements among disciplinary areas the most effective one for the mission and goals of the Common Curriculum?** For example, there is a three-course science sequence, a one-year language sequence, a two-course writing sequence and, of course, the rest of the distribution in the Ways of Knowing category.
- F. Should we change the credit-hour footprint of general education?** Currently, it is 13-15 courses (depending on language placement). Given AP, IB, transfer, etc., the student average is no doubt somewhat lower. (Note: we've heard no faculty concerns that the current number of courses is unreasonable.)
- G. What would be the best way to create more coherence among courses in the Common Curriculum?** For example: (A) Would foregrounding themes be a desirable way to do this? What would be the approach? (B) Would requiring specific features/elements of general education courses be a way of creating coherence? (For example, writing, statistical reasoning, presentation skills, knowledge/understanding of diversity, creative expression, coding, etc.)
- H. Who is responsible for achieving coherence?** The students? The faculty? Advisors? Beyond creating and articulating a set of requirements that are conducive to integration, what tools are important to foster it? (Portfolios, for example, or regular one or two-credit seminar?)



- I. With many students bringing AP, IB, and transfer credit to the Common Curriculum, we know that significant numbers of students don't complete general education as planned at DU. What implications does this have for the integrity of the CC, especially if coherent integration is deemed important?** How many students are exempted from how many CC requirements, and in what distribution? How much does this matter to us? Requiring that all students take all CC at DU would certainly present logistical "legal" challenges (regarding articulation agreements DU has made, for example); it may also present recruiting and admissions challenges; and beyond these are particular considerations, including economic, to transfer students and others.
- J. Are any shortcomings perceived in the current Common Curriculum more a function of curriculum (that is, the particular set of requirements and the courses that meet them) or of pedagogy (that is, how individual courses are designed and taught)?** That is, insofar as people see opportunities for improvement, to what extent are those improvements best made through changing *what* we require and to what extent *how* we deliver what we require?
- K. What does Impact 2025 imply for the pedagogical culture of Common Curriculum teachers?** Some of the aspirations for teaching and learning sketched out in Impact 2025 clearly bear upon not only *what* we teach in general education and *who* teaches it, but *how* it is taught— particularly those aspirations that are collaborative or interdisciplinary in nature. To what extent does revising general education involve rethinking the pedagogical culture of general education teachers? How can we embody that culture, together with one another, beyond our individual classrooms — through professional development opportunities or other faculty programming?

## **Next Steps**

---

The committee needs the wisdom of faculty colleagues across campus to help address several of the “further questions” listed above, along with others. Beginning in the spring quarter, we plan to host a number of additional discussion opportunities organized around specific questions or key issues. These will be a combination of open forums and meetings arranged with specific groups (divisions or departments; faculty with expertise on particular areas or goals; etc). After we have explored and analyzed those issues, we will draft a statement of goals and desirable characteristics of general education at DU. From that, we will draft specific recommendations. We’ll seek responses and suggestions at each step. Generally, we will follow the timeline we laid out in December, though that’s looking ever more ambitious. As always, we invite faculty to contact members of the committee with questions, suggestions, or ideas.

**Appendix A: General Education Comparison Report**  
**University of Denver GERI Committee**  
**March 1, 2018**

*Contact: Doug Hesse, Chair, [dhesse@du.edu](mailto:dhesse@du.edu) 303-871-7447*

The report that follows encapsulates general education requirements at 16 colleges and universities. The first twelve are institutions that DU is currently or has recently used for institutional comparisons, as, for example, in the annual budget report. The last 4 were selected because they reveal interesting variations on other practices. In each case, we've included (1) an overview note pointing out some features; (2) language about the institution's philosophy or goals for general education, when provided; and (3) a listing of requirements. In each case, there's a link to salient materials on institutional web pages.

---

## Colorado College



Notes. The program reveals primarily an “individual good” philosophy, focused on developing student’s interests and skills. There’s a combination of a Distribution Model (first 4 bullet points below) and a Competency Model (second 4 bullet points). Colorado College is rare among all the colleges at which we looked because it provides no explicit philosophy of general education as a whole.

### Requirements:

- The West in Time (2 units);
- Global Cultures (1 unit);
- Social Inequality (1 unit);
- Scientific Investigation of the Natural World (2 units, including at least one lab or field course);
- Quantitative Reasoning (1 unit).
- Two blocks (or equivalent) of college-level language.
- FYE — A two-block course required of all first-year students addressing issues likely to stimulate debate and including critical reading, effective writing, and a research project.
- All students will demonstrate writing proficiency in the form of a successfully evaluated first-year portfolio or subsequent coursework in classes emphasizing writing.



Notes: The curriculum primarily follows an “individual good” philosophy, though with the “Heritage, Mission, Vision, and Values” component, there is also an “institutional good” function, as the school seeks to establish a particular culture. The program follows a model that combines Distribution and Competency, with one competency (writing) formally extended as a feature of two classes beyond the required one.

TCU says: “The University . . . regards as essential the advancement and communication of general knowledge which enables students to understand the past, to comprehend the natural and social order, to search for the good and the beautiful, and to integrate knowledge into significant wholes. The many faculty who have participated in the development of our new core have attempted to serve the best interests of TCU students by designing a curriculum that:

- embodies the liberal arts ethos of Texas Christian University;
- facilitates a focus on educational outcomes and assessment;
- shows sensitivity to the special needs of students in different colleges and degree programs by providing a core that is lean in the required number of hours (to accommodate those in professional programs) yet capable of being expanded by individual Colleges to meet their needs; and
- provides fresh intellectual challenges and opportunities for faculty as well as for students.

## **Requirements**

### ***Human Experience and Endeavors (27 hours)***

Humanities – 9 hours

Social Sciences – 9 hours

Natural Sciences – 6 hours

Fine Arts – 3 hours

### ***Essential Competencies (12 hours plus 6 hours Writing Emphasis)***

Mathematical Reasoning - 3 hours

Written Communication 1 - 3 hours

Written Communication 2 - 3 hours

Oral Communication - 3 hours

Writing Emphasis - 6 hours

*Writing Emphasis courses may overlay with courses in the Human Experiences and Endeavors Curriculum, the Heritage, Mission, Vision, and Values Curriculum, or with other requirements.*

### ***Heritage, Mission, Vision, and Values (18 hours)***

Religious Traditions - 3 hours

Historical Traditions – 3 hours

Literary Traditions - 3 hours

Cultural Awareness - 3 hours

Global Awareness - 3 hours

Citizenship and Social Values - 3 hours

Notes: A complex curriculum. Note, for example, the “ways of knowing” requirement, defined as “interdisciplinary courses that explore how natural sciences, social scientists, humanists, artists, engineers, and professionals in business and education address important issues. . . organized around a major topic or big question.” Note the responsibility and wellness requirements. Note the proficiencies and experiences that are “features” that can adhere to individual courses or can be achieved in the co-curriculum, through approved non-credit activities.

**Philosophy:** SMU says: “The UC’s main coursework components are Foundations, Breadth, and Depth. In addition, there are seven Proficiencies and Experiences that can be satisfied through course-based or non-course-based experiences. The UC emphasizes Student Learning Outcomes (SLOs), which identify what students think about, learn and experience. Most students will complete these outcomes through credit-hour accumulation, but some students may choose non-course or non-credit activities. The UC can be met through work in a student’s major(s) or minor(s), elective courses or approved activities.”

## **Requirements:**

### **Foundations (8-25 credits)**

- Discernment and Discourse
- Personal Responsibility & Wellness I
- Personal Responsibility & Wellness II
- Quantitative Foundation
- Second Language
- Ways of Knowing

### **Breadth (12-22 credits)**

- Creativity and Aesthetics
- Historical Contexts
- Individuals, Institutions and Cultures
- Language and Literature
- Philosophical and Religious Inquiry and Ethics
- Science and Engineering
- Technology and Mathematics

### **Depth (6-10 credits)**

- History, Social and Behavioral Sciences
- Humanities and Fine Arts
- Natural and Applied Sciences

### **Proficiencies and Experiences - \*Denotes REQUIRED Proficiencies and Experiences**

- Human Diversity\*
- Information Literacy\*
- Oral Communication\*
- Writing\*
- Community Engagement
- Global Engagement
- Quantitative Reasoning



Notes: This is very much a Competency-based curriculum model, built around five “Ways of Knowing,” the DU framework somewhat on steroids. With “approaches to knowing,” the curriculum features epistemology and method as opposed to content. There are first-year and capstone seminars. Function is pretty explicitly to develop the individual student.

## Philosophy:

The faculty of the University of Puget Sound has designed the core curriculum to give undergraduates an integrated and demanding introduction to the life of the mind and to established methods of intellectual inquiry. The Puget Sound undergraduate's core experience begins with two first-year seminars that guide the student through an in-depth exploration of a focused area of interest and that sharpen the student's skills in constructing persuasive arguments. In the first three years of their Puget Sound college career, students also study five "Approaches to Knowing" - Fine Arts, Humanities, Mathematics, Natural Science, and Social Science. These core areas develop the student's understanding of different disciplinary perspectives on society, culture, and the physical world, and explore both the strengths of those disciplinary approaches and their limitations. Connections, an upper-level integrative course, challenges the traditional boundaries of disciplines and examines the benefits and limits of interdisciplinary approaches to knowledge.

Further, in accordance with the stated educational goals of the University of Puget Sound, core curriculum requirements have been established: (a) to improve each student's grasp of the intellectual tools necessary for the understanding and communication of ideas; (b) to enable each student to understand herself or himself as a thinking person capable of making ethical and aesthetic choices; (c) to help each student comprehend the diversity of intellectual approaches to understanding human society and the physical world; and (d) to increase each student's awareness of his or her place in those broader contexts. Students choose from a set of courses in eight core areas, developing over four years an understanding of the liberal arts as the foundation for a lifetime of learning.

## Requirements:

*The First Year: Argument and Inquiry*

Seminar in Scholarly Inquiry I: 1 unit

Seminar in Scholarly Inquiry II: 1 unit

*Years 1 through 3: Five Approaches to Knowing*

Artistic: 1 unit

Humanistic: 1 unit

Mathematical: 1 unit

Natural Scientific: 1 unit

Social Scientific: 1 unit

*Junior or Senior Year: Interdisciplinary Experience*

Connections: 1 unit

Note: At least in terms of philosophy, the function of the program is to develop critical thinking skills. There is a strong social good goal, particularly as manifested in the Global Perspectives category. Program was new in 2015.

## Philosophy:

USC says: “In major and minor coursework, students focus on an area of intellectual inquiry in depth, its principles, methods, questions and applications. The General Education Program complements that depth by preparing students to be generally well educated adults, informed citizens of the twenty-first century, who understand its challenges and participate in the debates of their time.

Learning objectives have been articulated for each of the individual requirements, contributing to the cumulative objective of the General Education program as a whole: in these courses, students learn to think critically about the texts they read and the analyses they encounter, to evaluate competing ideas and consider what is being assumed and what might alternatively be argued.

To do this effectively, the General Education Program provides context for the learning that takes place in more specialized programs across the campus. No single program of study can provide all the context necessary, but students should learn enough about the criteria for what is held to be true so that they can articulate sensible doubts at key moments in an argument.

As the world becomes more interconnected, so does the need for critical thought in all its guises: as self- reflection, moral discernment, appreciation of diversity, aesthetic sensibility, civility, reconciliation and empathy across all spheres of life. The USC General Education Program has been designed to provide students with the skills and knowledge necessary to meet the challenges of a globalized world and the demands of a satisfying personal life.”

## Requirements:

### Freshman Requirement

All freshmen entering USC in Fall 2015 or later must enroll in a **General Education Seminar (GESM)** in their first year of enrollment. This course will satisfy one of the GE Core Literacy requirements.

### **Core Literacies (8 courses)**

- GE-A The Arts (1 course)
- GE-B Humanistic Inquiry (2 courses)
- GE-C Social Analysis (2 courses)
- GE-D Life Sciences (1 course)
- GE-E Physical Sciences (1 course) GE-
- F Quantitative Reasoning (1 course)

### Global Perspectives (2 courses)

The two requirements in Global Perspectives prepare students to act as socially responsible members of the global community, respectful of the values and traditions of diverse cultures, aware of the structures of power that affect people differently by race, class, gender, and other socially constructed categories, sensitive to the interplay between worldwide problems and specific, local challenges.

- GE-G Citizenship in a Diverse World (1 course)
- GE-H Traditions and Historical Foundations (1 course)

Courses approved for the GE-G and GE-H categories are expected to require that students do a substantial amount of weekly reading (circa 100 pages), and a significant component of writing (a minimum of 15 pages of essay form work) in the course of the semester.



Note: There is explicit attention to general education serving an institutional function, tying the program closely to the university's Jesuit identity. The first year (Foundations) emphasizes Competencies. Explorations (which are intended across all for years) have a distribution aspect, and there are three 2- or 3-course sequences. Two elements of Integrations (experiential learning and advanced writing) are completed as features of other courses, while Pathways is "a cluster of four courses with a shared theme." The University has approximately 20 "approved pathways" (examples are "beauty," "the digital age," "gender, sexuality and the body," "Islamic studies," "justice and the arts" and so on). Students have to declare a pathway by sophomore year and write a reflective essay for each Pathway course.

## Philosophy:

Santa Clara says: "A university expresses its most basic values in its Core Curriculum, that is, in those courses required of all of its students. Santa Clara University's Core Curriculum explicitly integrates three traditions of higher education. As a Catholic university, Santa Clara is rooted in pursuing an understanding of God through the free exercise of reason. As a Jesuit university, Santa Clara provides a humanistic education that promotes an ethical engagement with the world. As a comprehensive North American university committed to liberal education, Santa Clara fosters academic excellence and responsible, creative citizenship. The interrelationship of these three traditions encourages informed and ethical decisions characteristic of citizens and leaders who are motivated by competence, conscience, and compassion.

### *Core Curriculum Learning Goals*

The Core Curriculum affirms the following central learning goals—Knowledge, Habits of Mind and Heart, and Engagement with the World—which often overlap and reinforce one another."

## Requirements:

Foundations	Explorations	Integrations
<ul style="list-style-type: none"> <li>• Critical Thinking &amp; Writing 1</li> <li>• Critical Thinking &amp; Writing 2</li> <li>• Cultures &amp; Ideas 1</li> <li>• Cultures &amp; Ideas 2</li> <li>• Second Language</li> <li>• Mathematics</li> <li>• Religion, Theology, &amp; Culture 1</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Civic Engagement</li> <li>• Diversity: U.S. Perspectives</li> <li>• Arts</li> <li>• Natural Science</li> <li>• Social Science</li> <li>• Religion, Theology, &amp; Culture 2</li> <li>• Cultures &amp; Ideas 3</li> <li>• Science, Technology &amp; Society</li> <li>• Religion, Theology, &amp; Culture 3</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning for Social Justice</li> <li>• Advanced Writing</li> <li>• <b>Pathways*</b> (a cluster of courses with a shared theme)</li> </ul> <p><i>*Engineering majors and transfer students who matriculate with 44 or more units of transfer credit complete at least three Pathway courses, 12 units; all other students complete at least four courses, 16 units.</i></p>



## George Washington University



Note: This is largely a Competency-driven curriculum, focusing on ways of thinking/reasoning in four broad areas (rather than content knowledge in those areas), headed by a writing requirement. This is a minimal curriculum: only 6 courses, plus two writing-intensive courses. There is, for example, no language requirement.

### Philosophy:

GWU says, “The general education curriculum engages students in active intellectual inquiry across the liberal arts. Students achieve a set of learning outcomes that meaningfully enhance their analytical skills, develop communication competencies, and familiarize them with modes of inquiry. Coursework for the university general education curriculum includes 19 credits in approved courses in writing, natural or physical science, mathematics or statistics, social science, and the humanities, plus two writing in the disciplines courses.”

### Requirements:

#### Written Communication

- One course in university writing
- Two writing in the disciplines (WID) courses.

#### Critical or Creative Analysis in the Humanities

- One course in the humanities

#### Quantitative Reasoning

- One course in either mathematics or statistics

#### Scientific Reasoning

- One natural or physical science course with laboratory experience

#### Critical, Creative, or Quantitative Analysis in the Social Sciences

- Two courses in the social sciences

## Boston University

Revamp in progress. Plan behind login wall.

<http://www.bu.edu/gened/practical-guide-for-faculty/whats-new/>

Currently depends on major/college. A lot of variation:

<http://www.bu.edu/gened/files/2016/03/Undergraduate-Curricula-Quilts.pdf>





Note: Curriculum has an “institutional good” orientation, as it foregrounds the school’s Catholic identity. This is related to a visible “social good” element, along with “personal good” manifested through competencies focusing primarily and skills and ways of knowing.

### Philosophy:

San Diego says: “The USD Core Curriculum fosters the pursuit of knowledge through active student and faculty participation in a broad and richly diverse academic experience. The Core develops indispensable competencies, explores traditions of thought and belief, and probes the horizons of the liberal arts and the diversity of human experience. The Core promotes critical appreciation of beauty, goodness and truth in the context of engagement with the Catholic intellectual tradition and diverse faith communities. The Core instills habits of thought and action which will serve all students in their academic majors and throughout their lives as reflective citizens of the world.”

### Requirements:

#### Integrative Learning

First year students participate in the 2-semester Living Learning Community (LLC) program

Transfer students participate in the 1-semester Transfer Learning Community (TLC) program

#### Competencies

Written Communication – FYW 150 or composition exam

Mathematical Reasoning and Problem Solving – 1 course or mathematics exam

Second Language – 3 courses or placement exam

Oral Communication – major/minor course with oral attribute

Quantitative Reasoning – major/minor course with quantitative reasoning attribute

Critical Thinking and Information Literacy – Historical Inquiry course with CTIL attribute

#### Foundations

Goal: Become individuals who, through the search for truth and goodness, uphold the dignity and aspirations of all people; and who critically and creatively explore the “big questions” about God, personal identity and social identity.

Theological and Religious Inquiry – 2 courses

Philosophical Inquiry – 1 course

Ethical Inquiry – 1 course

Diversity, Inclusion and Social Justice – 2 courses

#### Explorations

Goal: Critically and creatively explore the breadth of the liberal arts, focusing on social identity, scientific literacy, and personal expression through varied modes of inquiry.

Scientific and Technological Inquiry – 1 course

Historical Inquiry – 1 course

Social and Behavioral Inquiry – 1 course

Literary Inquiry – 1 course

Artistic Inquiry – 3 courses



Note. This is a three-phase program, with a skills/competencies requirement, a fairly traditional three-part, a multi-course distribution requirement (with a sequence in each), and a separate thematic focus on issues.

## Philosophy:

Syracuse says: “We believe that a liberal arts education will help students reach their full potential by providing an education that is based on the principles of critical thinking, effective communication, and the analysis and understanding of data. Your experiences with the Liberal Arts Core will prepare you to assume your leadership role in society, just as today’s leaders derive strength from their liberal arts education.

During your journey through the Liberal Arts Core, you will study subjects that are familiar as well as those that are totally new to you. Collectively, the courses you select will enable you to appreciate the diversity and richness of the peoples, cultures, and natural processes in the world around you. It is the exposure to many different subjects that enables students in our College to make a difference. Daily, our students are accomplishing incredible things and leading change; all their actions are rooted in their Arts & Sciences education.”

## Requirements:

### **Liberal Skills**

Writing Studio (2 courses)

Writing Intensive Course (from approved list) (1 course)

Language Skills (1-3 courses) **or** Quantitative Skills (2 courses)

### **Divisional Perspectives**

*Note: At least 2 courses in each area must be a sequence*

Humanities (4 courses)

Natural Sciences and Mathematics (4 courses)

Social Sciences (4 courses)

**Critical Reflections on Ethical and Social Issues** (2 courses)

# University of Miami



Note. A “traditional” distribution model is enhanced by an integrative element: students must complete not merely courses in three areas but, rather, a cognate: three courses with a shared theme or topic determined by the faculty.

## Philosophy:

Miami says: “The University of Miami's General Education Requirements ensure that graduates have acquired essential intellectual skills and have engaged in a range of academic disciplines. The General Education Requirements provide students with the opportunity to study methods and achievements in all areas of human inquiry and creative endeavor and to cultivate abilities essential for the acquisition of knowledge. The General Education Requirements allow students to create an integrative map for their academic careers, providing a context for more focused studies.

As an institution of higher learning in an increasingly diverse and global community, our goals are to produce graduates who have been exposed to a broad spectrum of educational opportunities and to prepare them for successful participation in the world. The University's General Education Requirements consist of coursework taken before, within, and in addition to students' specialized study in their areas of concentration. The aims of the General Education Requirements are designed to ensure that graduates of the University will have acquired essential intellectual skills and exposure to a range of intellectual perspectives and academic disciplines. Whereas the requirements of majors specified by schools and colleges within the University emphasize depth of learning, the General Education Requirements stress breadth of knowledge and the cultivation of intellectual abilities essential for the acquisition of knowledge.”

## Requirements:

### **Areas of Proficiency**

English Composition (2 courses)

Quantitative Skills (at least one course at level MTH 108 or higher)

### **Areas of Knowledge**

Complete a cognate from each of the three areas of the university curriculum. A cognate is a group of at least three courses for at least nine credit hours with a shared theme or topic determined by the faculty.

Arts & Humanities (3 courses)

People & Society (3 courses)

Science, Technology, Engineering & Mathematics (STEM) (3 courses)

Note. This curriculum is brand new and will launch in 2018. It took three years to develop, and faculty are proposing brand new courses to meet the new categories. FSEM and capstone. Focuses on ways of inquiry and complex problems.

### Philosophy:

American says, “American University believes curiosity goes hand in hand with the knowledge and expertise that characterize difference-makers. From your first semester to your last, you will cultivate a set of intellectual habits that strengthen your academic success. By bringing together the inquiry-based values of the Core with the work you do in your major, you will become bright and engaged participants in the great conversations that define the future.”

### Requirements:

- American University Experience I (1.5 credits)
- American University Experience II (1.5 credits)
- Complex Problems (3 credits)
- Written Communication and Information Literacy I (3-6 credits)
- Written Communication and Information Literacy II (3 credits)
- Quantitative Literacy I (3 credits)
- Quantitative Literacy II (3 credits)
- One course in each of the five (5) Habits of Mind Areas
  - Creative-Aesthetic Inquiry (3 credits)
  - Cultural Inquiry (3 credits)
  - Ethical Reasoning (3 credits)
  - Natural-Scientific Inquiry (4 credits)
  - Socio-Historical Inquiry (3 credits)
- Diverse Experiences (3 credits)
- Capstone (3 credits)



Note: Each year is organized around a guiding question closely tied to the nature of the university and Gonzaga's specific identity. Paralleling DU's FSEM and ASEM are a first-year seminar and a core integration seminar. That last has a very specific focus and purpose.

## Philosophy:

Gonzaga says, "The University Core, re-envisioned in 2016, animates our Catholic, Jesuit and humanistic heritage and mission. As a four-year, cohesive program completed by all Gonzaga students, the core grounds, extends, and enriches each student's major area of study.

The core is anchored by this question: As students of a Catholic, Jesuit, and Humanistic University, how do we educate ourselves to become women and men for a more just and humane global community? This question is progressively addressed by yearly themes and questions that create cohesiveness in students' core experience. Our re-envisioned core is enhanced by the additions of a First-year Seminar, designed to help students make the transition to university intellectual life, and the Core Integration Seminar, designed to help students pull together the threads of their core experience alongside their major."

## Requirements:

*Year One:* Understanding and Creating: How do we pursue knowledge and cultivate understanding?

- First-Year Seminar
- Writing
- Reasoning
- Communication and Speech
- Scientific Inquiry
- Mathematics

*Year Two:* Being and Becoming: Who are we and what does it mean to be human?

- Philosophy of Human Nature
- Christianity and Catholic Traditions

*Year Three:* Caring and Doing: What principles characterize a well lived life?

- Ethics
- World/Comparative Religion

*Year Four:* Imagining the Possible: What is our role in the world?

Students will address this question through the culminating core course, the Core Integration Seminar.

### *Broadening Courses and Course Designations*

Broadening courses intersect with the core themes and extend students' appreciation for the humanities, arts, and social/behavioral sciences. These courses can be taken at any time throughout the four years. Courses designated as writing enriched, global studies, and social justice taken throughout the core and in the major reinforce essential knowledge and competencies.

Note. There's a strong emphasis on general education as serving the institutional identity and mission. Experiential and place-based learning are featured in both first and junior years, there's a capstone requirement, and social justice (befitting DePaul's Vincentian mission) is explicitly featured in sophomore year.

### Philosophy:

DePaul says, "The Liberal Studies Program is the common curriculum taken by all students in the seven undergraduate colleges of DePaul University. Overall, the program is designed to develop students' writing abilities, computational and technological proficiencies, and critical and creative thinking skills. Some liberal studies courses introduce the institution's unique Catholic, Vincentian, and urban mission and identity, and may include opportunities for community service. While the liberal studies curriculum itself is quite varied, the program as a whole shares these four learning goals: 1) Knowledge of Human Cultures and the Physical and Natural World, 2) Intellectual and Creative Skills, 3) Personal Responsibility and Social Transformation, and 4) Integrative Learning. Unlike a student's chosen major, which offers depth of knowledge in a single focused field, a liberal studies education provides breadth of scholarship across many different areas of study. At DePaul, faculty from virtually every department, interdisciplinary program, and college help to teach the over 1400 different courses from which students can choose to meet their liberal studies requirements. This wide spectrum of participation on the part of students and faculty alike contributes to a strong sense of intellectual community at DePaul, and a shared commitment to its mission and values."

### Requirements:

#### Freshman

- **Chicago Quarter:** Get acquainted with Chicago and its neighborhoods, cultures and issues.
- **Focal Point Seminar:** Investigate a significant person, place, event or idea.
- **Quantitative Reasoning and Technological Literacy:** Become a confident and critical user of quantitative information.
- **First-Year Writing:** Get up to speed with the methods and forms of college writing.

#### Sophomore Year

- **Seminar on Multiculturalism in the U.S.:** Gain a critical perspective on the historical roots of inequality and the lasting effects of oppression.

#### Junior Year

- **Experiential Learning:** Learn by doing through an internship, research\*, study abroad or service learning.  
\*College of Science and Health students may satisfy their Experiential Learning requirement by completing research courses.

#### Senior Year

- **Senior Capstone:** Create a final project of your own design.

Note. There's a heavy emphasis on competencies, particularly in ways of knowing and methods of inquiry (as opposed to bodies of knowledge), within the conceptual framework of developing individual abilities and foregrounding the different aspects of the university.

### Philosophy:

The General Education requirements are an integral part of your undergraduate education at Stanford. Their purpose is to introduce you to the intellectual life of the university, to foreground important questions and illustrate how they may be approached from multiple perspectives. They will help you to develop a broad set of essential intellectual and social competencies that will be of enduring value no matter what field you eventually pursue. You will have tremendous flexibility to select topics that appeal to you while building critical skills, exploring your interests, forming relationships with faculty and peers, and forging connections between educational experiences in many spheres. Together with your major, the requirements will serve as the nucleus around which you will build your four years here and perhaps pursue graduate study or professional work.

### Requirements:

- Students are required to take one Thinking Matters course during their first year.
- Students are required to complete one year of college-level study in a foreign language.

Two courses each in:

- Aesthetic and Interpretive Inquiry
- Scientific Method and Analysis
- Social Inquiry

One course each in:

- Applied Quantitative Reasoning
- Creative Expression
- Engaging Diversity
- Ethical Reasoning
- Formal Reasoning

Writing and Rhetoric Requirement

- PWR 1 is taken during the first year
- PWR 2 is taken during sophomore year
- WIM (Writing in the Major) is taken once student has declared a major

Note. A heavily integrative, new model, with intentional explicit common courses across all four years, with a study abroad/experiential requirement (300) and a capstone.

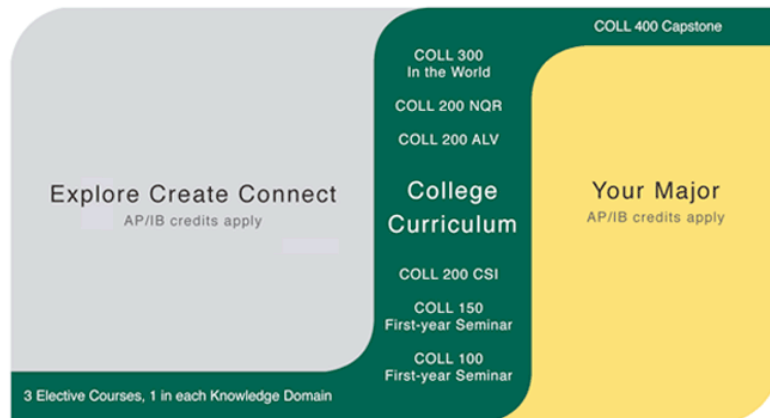
### Philosophy:

William and Mary says: “All W&M undergraduate students share the College Curriculum experience, a set of specially designed courses that connect and integrate knowledge across the academic disciplines.

Your first-year experience includes two types of courses that lay the groundwork for a coherent liberal arts education: **COLL 150**, with deep readings and group discussions of texts, data, or methods of inquiry; and **COLL 100**, exploring the concepts, beliefs, and creative visions, theories, and discoveries that have shaped our understanding of the world. These COLL courses are offered across the academic disciplines and are a great way to explore an area of knowledge that's new or interesting to you.

Your second year takes a close look at the various academic disciplines and how they approach knowledge through different paradigms and methodologies. **COLL 200** courses structure this investigation explicitly. By the end of your second year, you should have a good sense of the field of knowledge you want to pursue in-depth through your major. You're also ready to begin connecting theory to practice and to place your work in a global or cross-cultural context through a **COLL 300** experience.

Your major, your electives, and your College Curriculum experience all come together in your senior year. In the **COLL 400** course you choose, you'll create original research and share your work with others. Soon, as a knowledgeable, independent thinker, you'll be ready to decide your next steps after College as you begin to engage the world around you.



### Requirements:

**COLL 100**  
**COLL 150**  
**COLL 200**  
**COLL 300**  
**COLL 400**

### **One elective in each of three knowledge domains**

Arts, Letters & Values;  
Cultures, Societies & the Individual;  
the Natural World and Quantitative Reasoning)

### **2 credits creative and performing arts**

**Foreign language proficiency at 202 level**

**Mathematics proficiency**



Note. Has both a Distribution requirement in the “diversified core” and a thematic requirement. In addition to first-year writing, there are four writing-intensive courses.

### Philosophy:

The University of Minnesota and its faculty are committed to providing an education that invites you to investigate the world from new perspectives, learn new ways of thinking, and grow as an active citizen and lifelong learner. The University’s liberal education requirements for all students are designed to be integrated throughout your four-year undergraduate experience. These courses provide you an opportunity to explore fields outside your major and complement your major curriculum with a multidisciplinary perspective.

### Requirements:

#### **Diversified Core**

Arts/Humanities – 3 credits

Biological Sciences – 4 credits; must include lab/field experience

Historical Perspectives – 3 credits

Literature – 3 credits

Mathematical Thinking – 3 credits

Physical Sciences – 4 credits; must include lab/field experience

Social Sciences – 3 credits

#### **Designated Themes: students must satisfy four of the five**

Civic Life and Ethics – 3 credits

Diversity and Social Justice in the United States – 3 credits

The Environment – 3 credits

Global Perspectives – 3 credits

Technology and Society – 3 credits

#### **Writing Intensive requirement**

First-Year Writing

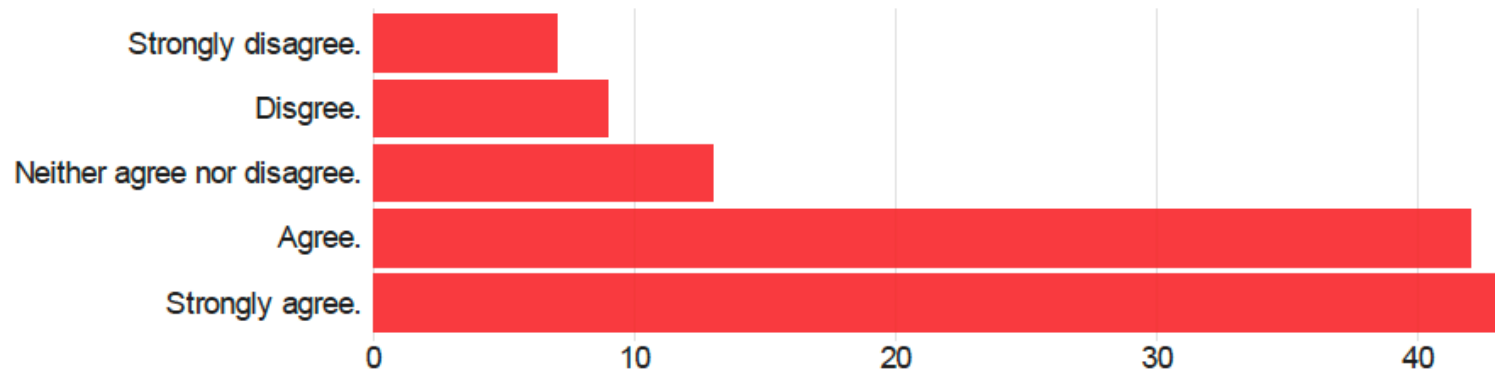
4 Writing Intensive courses (2 upper division, one within major)

## Appendix B

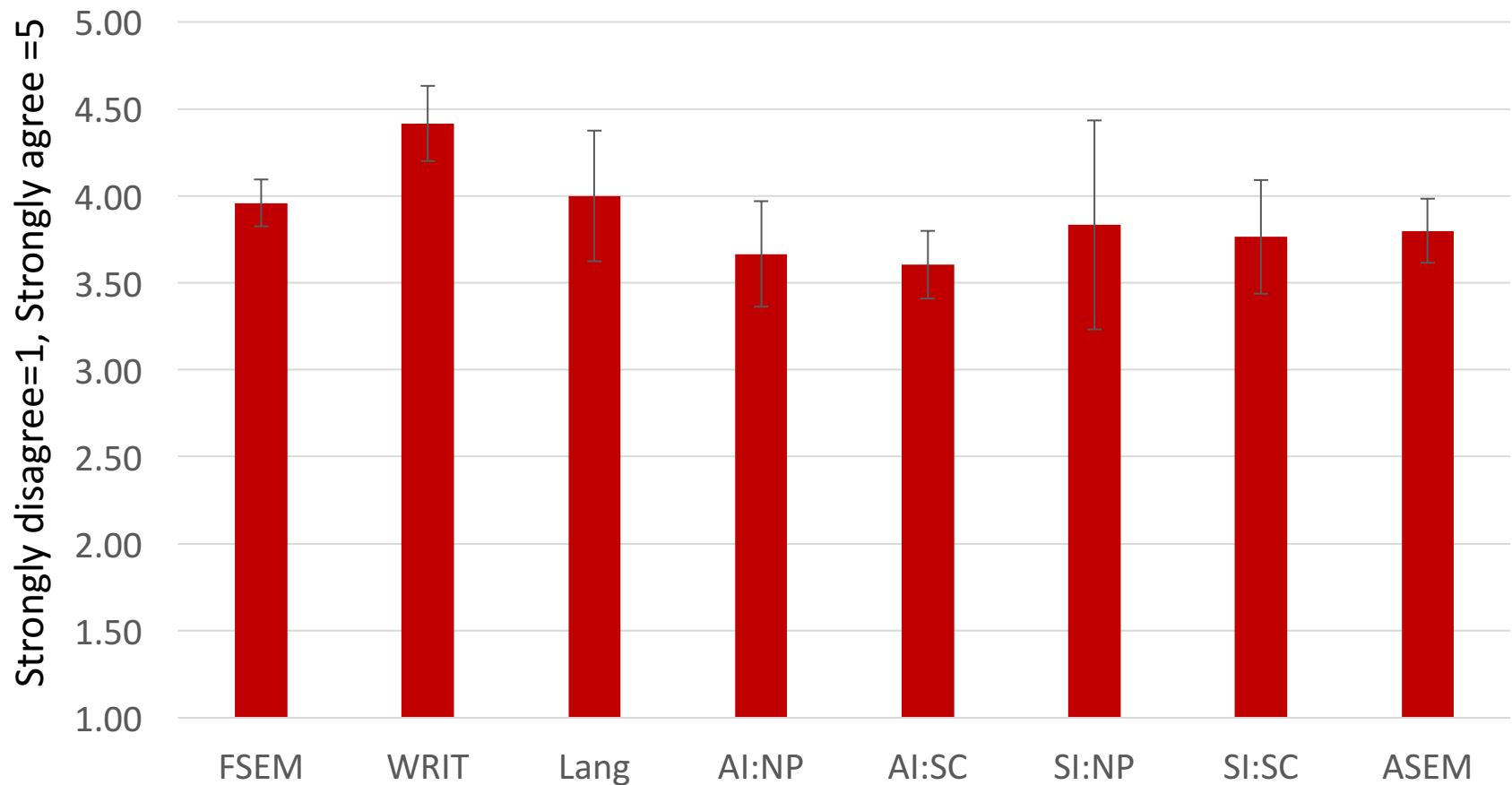
# Faculty Survey

On November 3, 2017, we invited all faculty to complete a survey about aspects of the current Common Curriculum at DU. After the initial invitation and a reminder on November 7th, 181 of 714 faculty replied. The survey was comprised of 19 questions, including four open-ended questions. The open-ended questions averaged 79 responses. The full list of questions is included at the end of this presentation. Only faculty who indicated that they taught in CC or advised students were asked to respond to corresponding questions. When at least one statistically significant difference ( $p < .05$ ) between groups was observed, groups were plotted separately, and these group-specific plots follow the overall response plots. On the group-specific plots, error bars indicate standard error of the mean. Almost always, non-overlapping error bars indicate statistically significant differences between means.

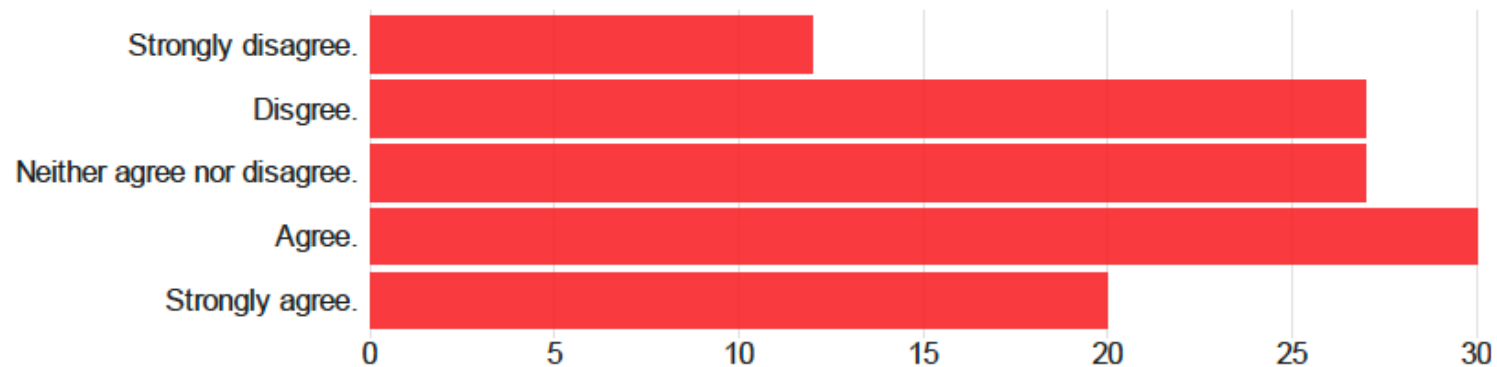
When I design and teach CC courses I keep in mind the student learning outcomes for my CC area



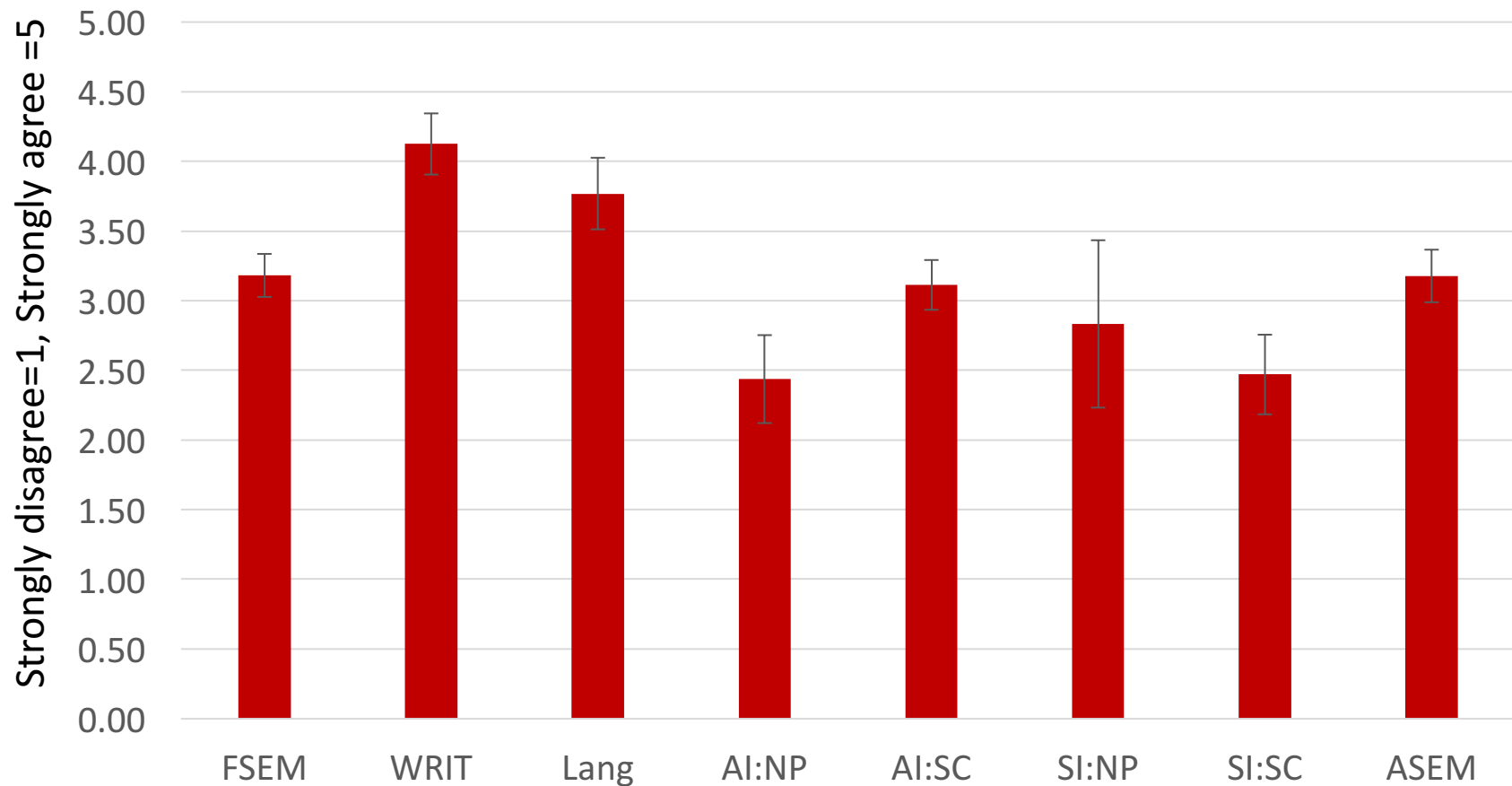
When I design and teach Common Curriculum (CC) courses, I keep in mind the student learning outcomes for my CC area: Response by type of CC course taught



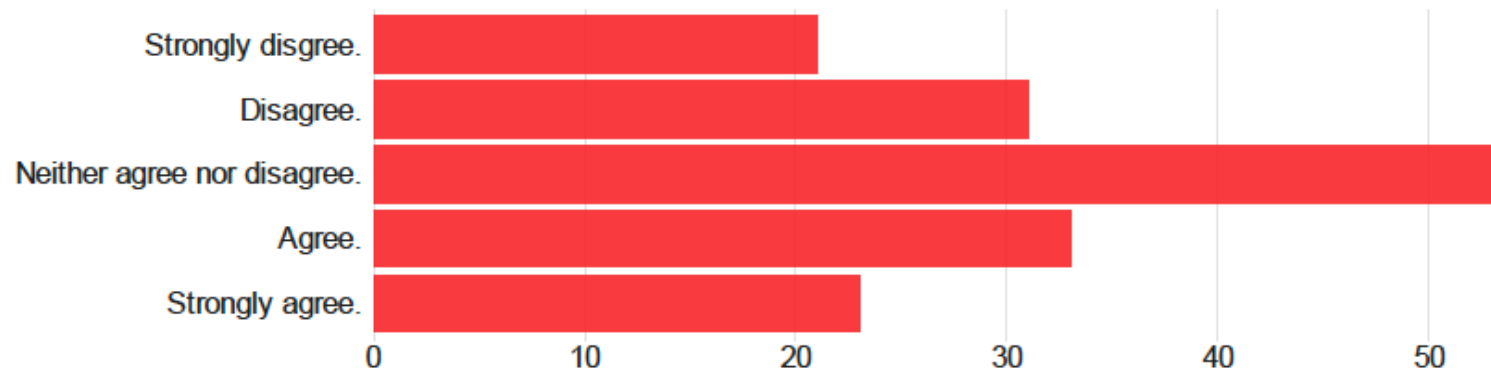
When I design and teach CC courses I make connections/relationships between my courses and others in the CC



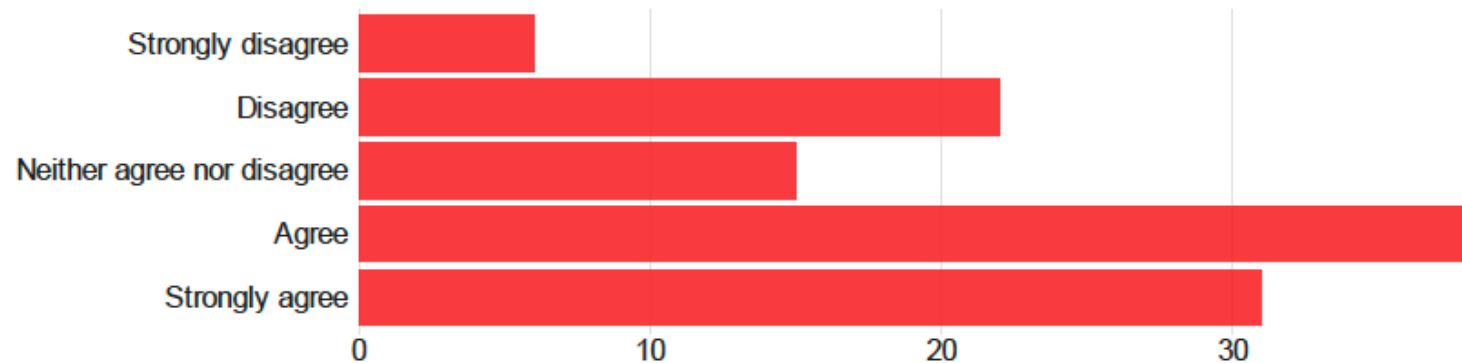
When I design and teach Common Curriculum courses, I make connections/relationships between my courses and others in the Common Curriculum: Response by type of CC course taught.



It is my perception that colleagues in my department or program make deliberate connections between the CC and courses/requirements in the major

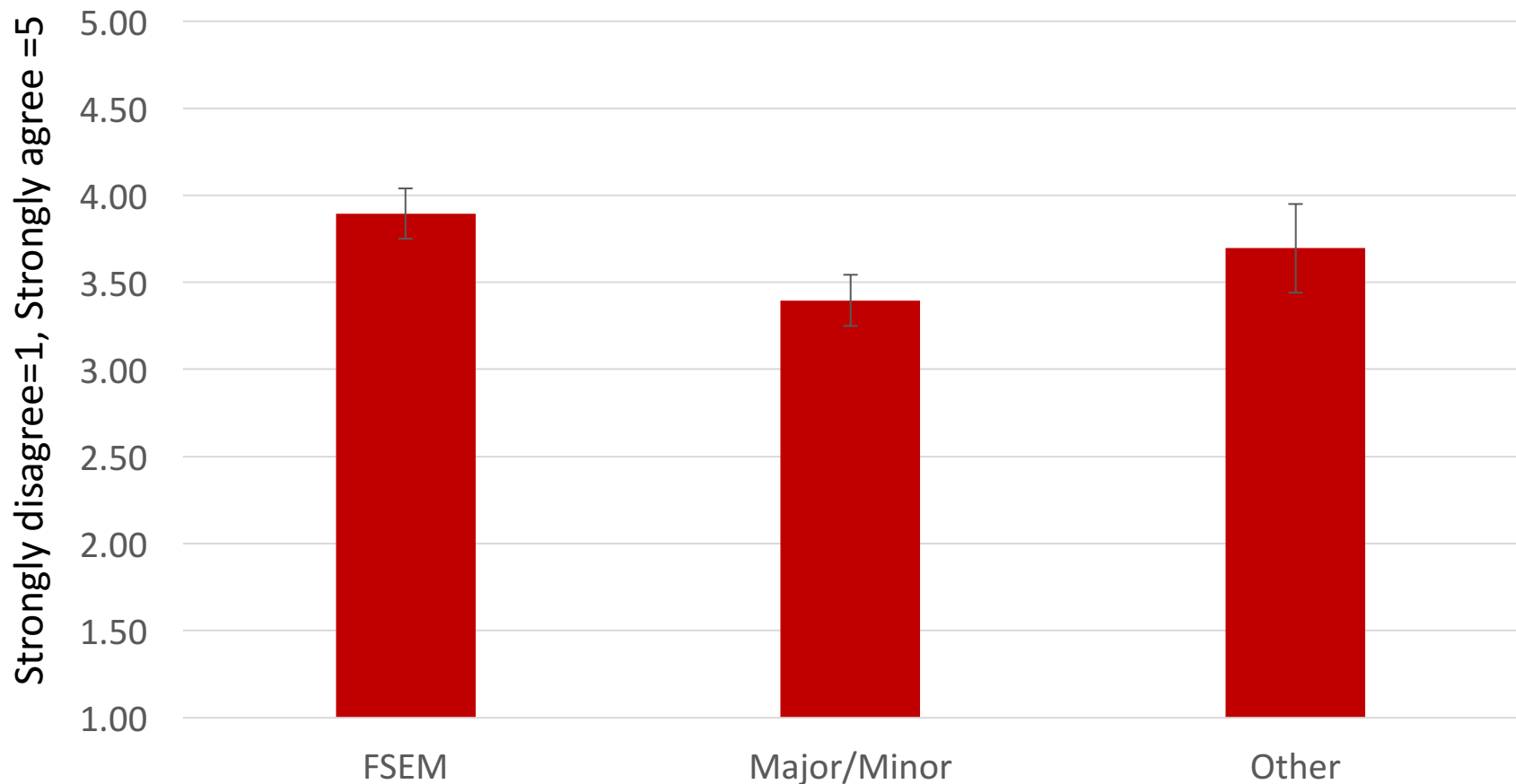


As an advisor to undergraduates, I devote time and attention to making sure students understand the theory and outcomes of the CC

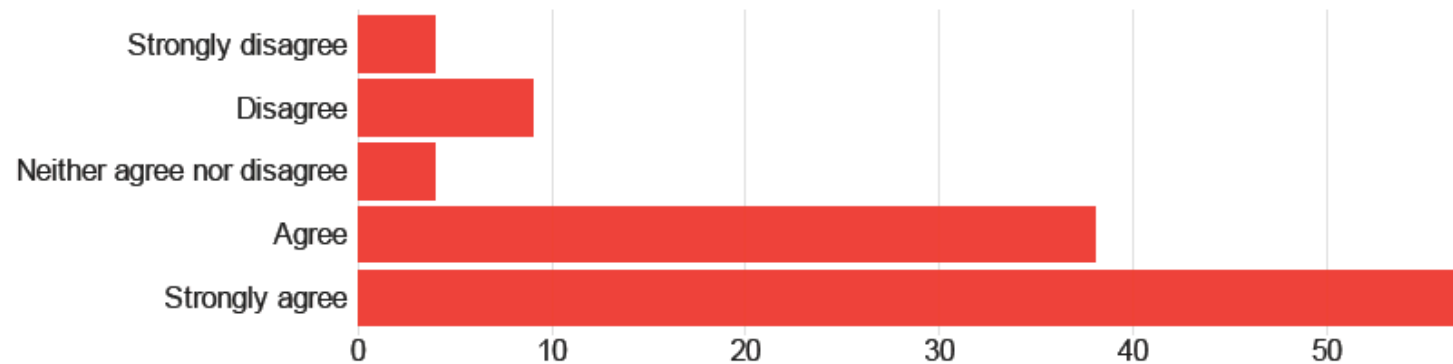




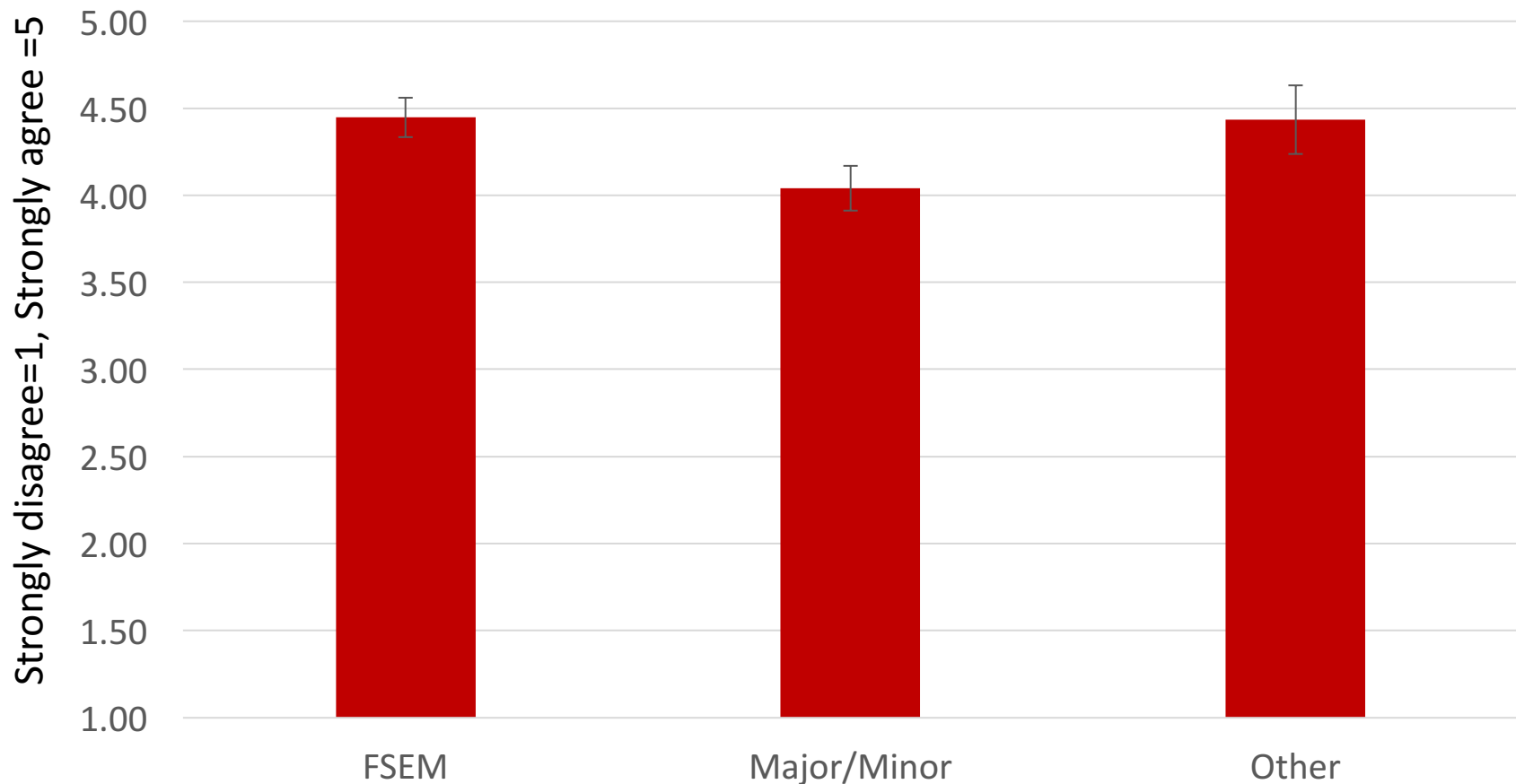
As an advisor to undergraduates, I devote time and attention to making sure students understand the theory and outcomes of the Common Curriculum.



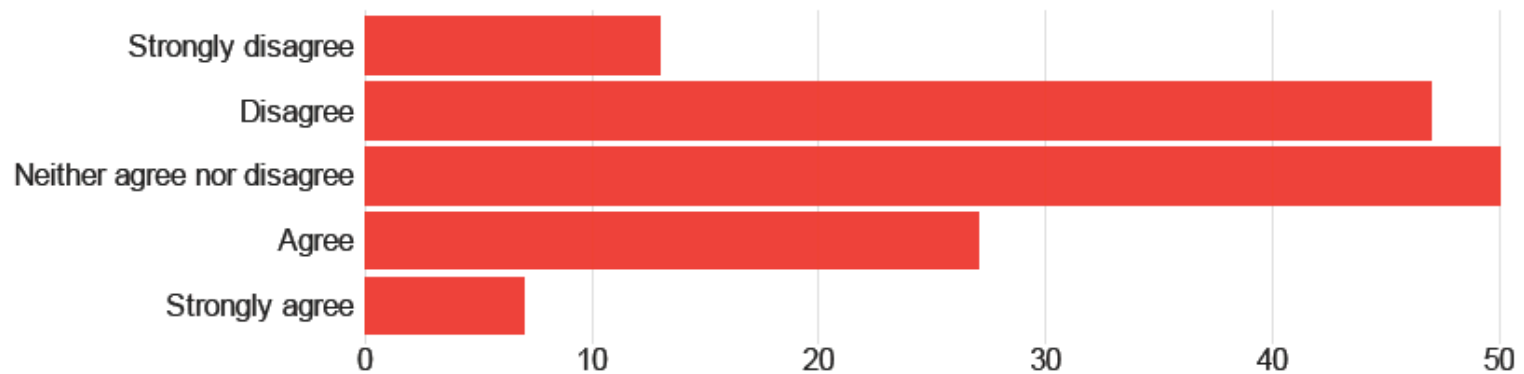
As an advisor to undergraduates, I devote time and attention to practical matters of helping students find courses which meet requirements



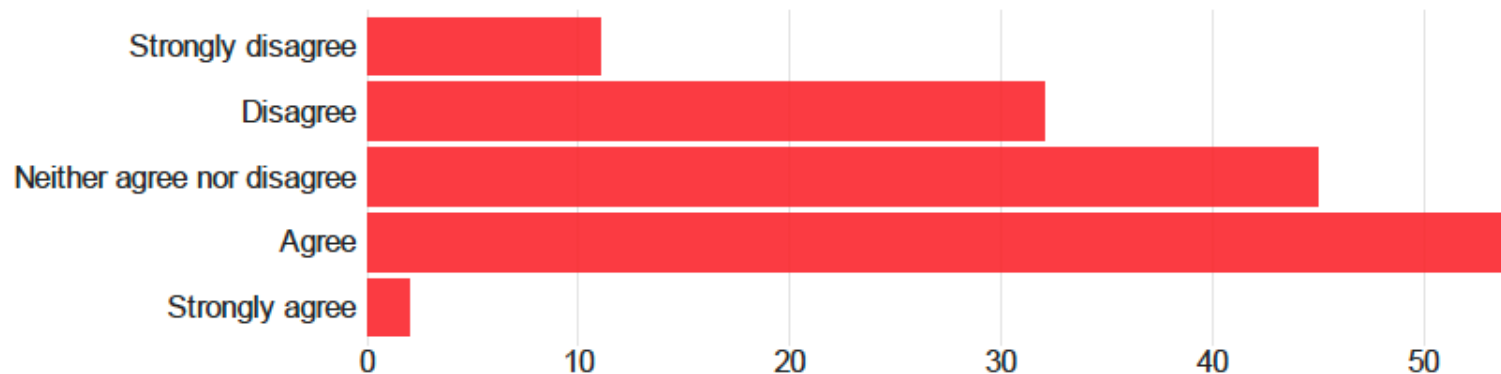
As an advisor to undergraduates, I devote time and attention to practical matters of helping students find courses which meet requirements.



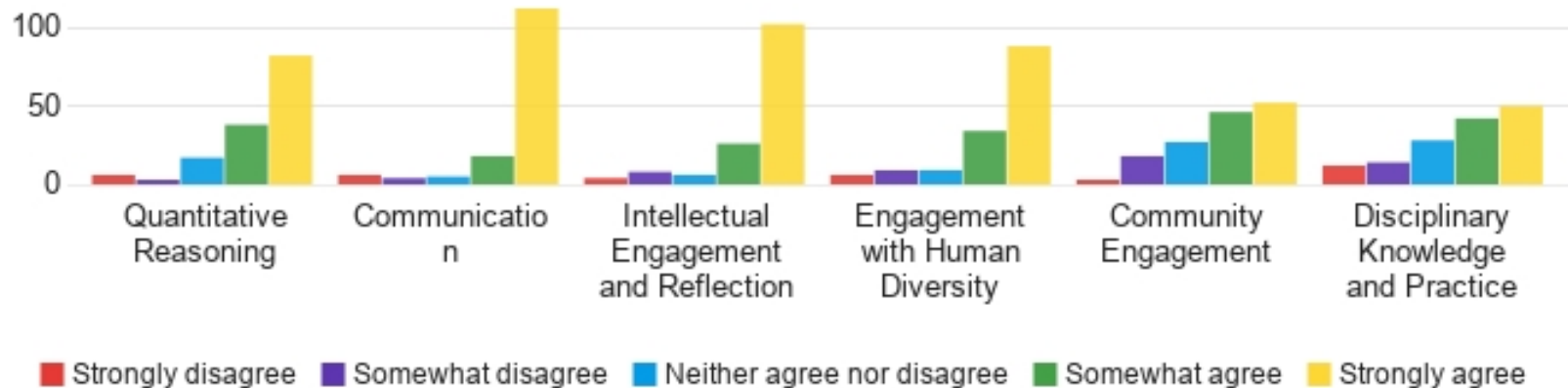
I perceive that most undergraduate students understand and value the theory and outcomes of the current CC, taken as a whole



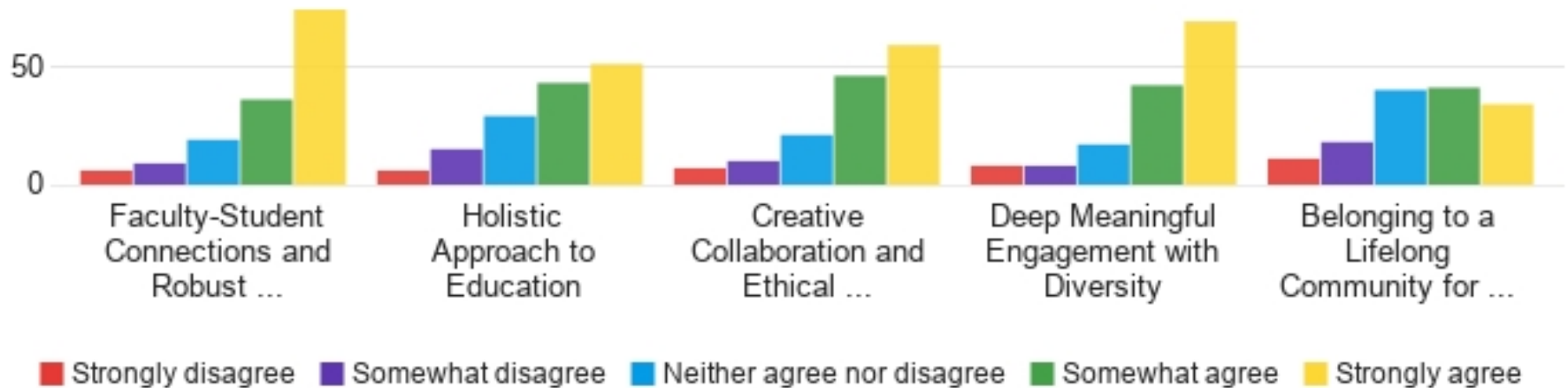
I perceive that most DU faculty understand and value the theory and outcomes of the current CC, taken as a whole



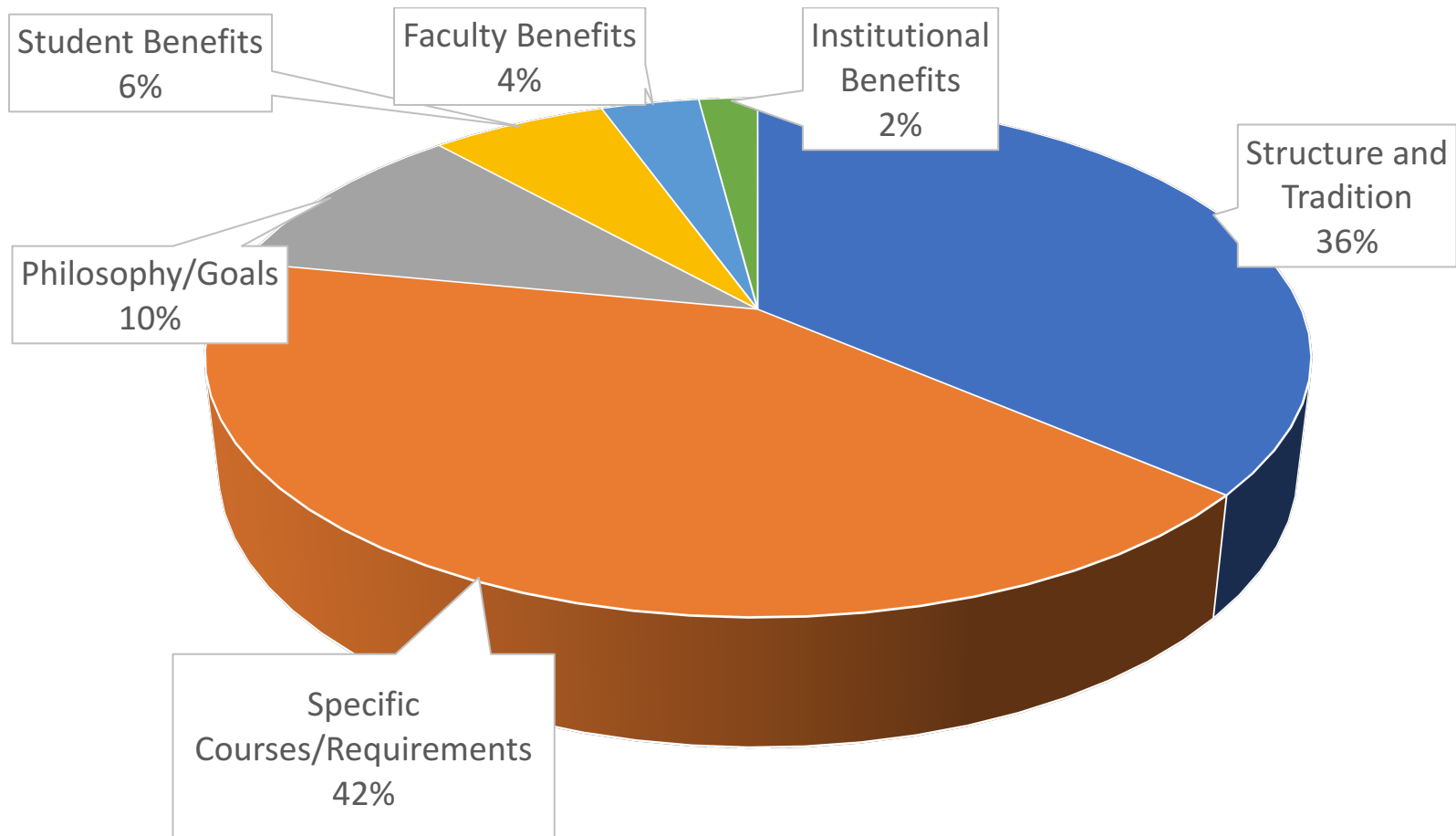
The CC should have a central role advancing the following outcomes



The CC should have a central role advancing the following promises

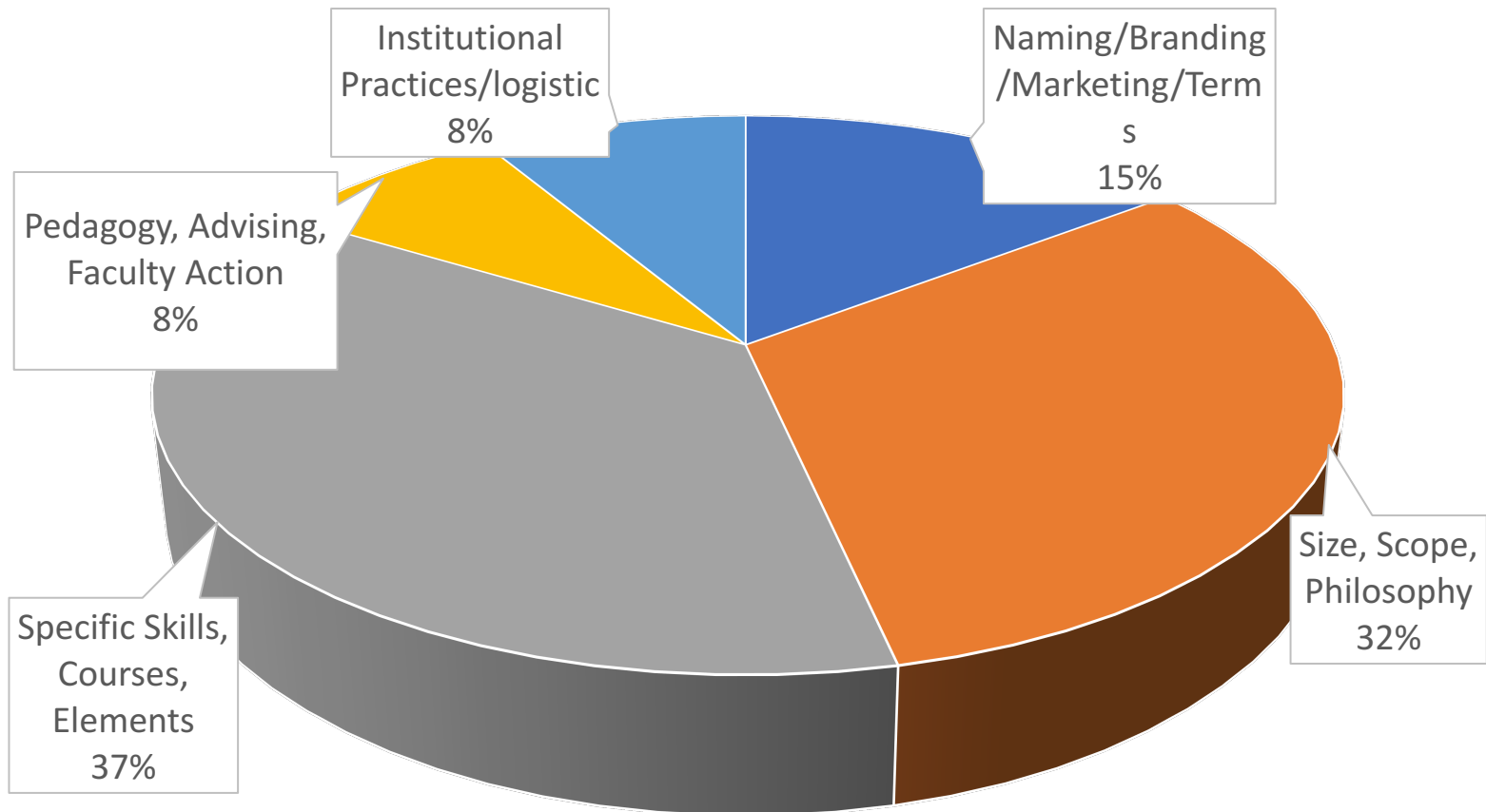


In your view, what are the strengths of the current Common Curriculum at DU?

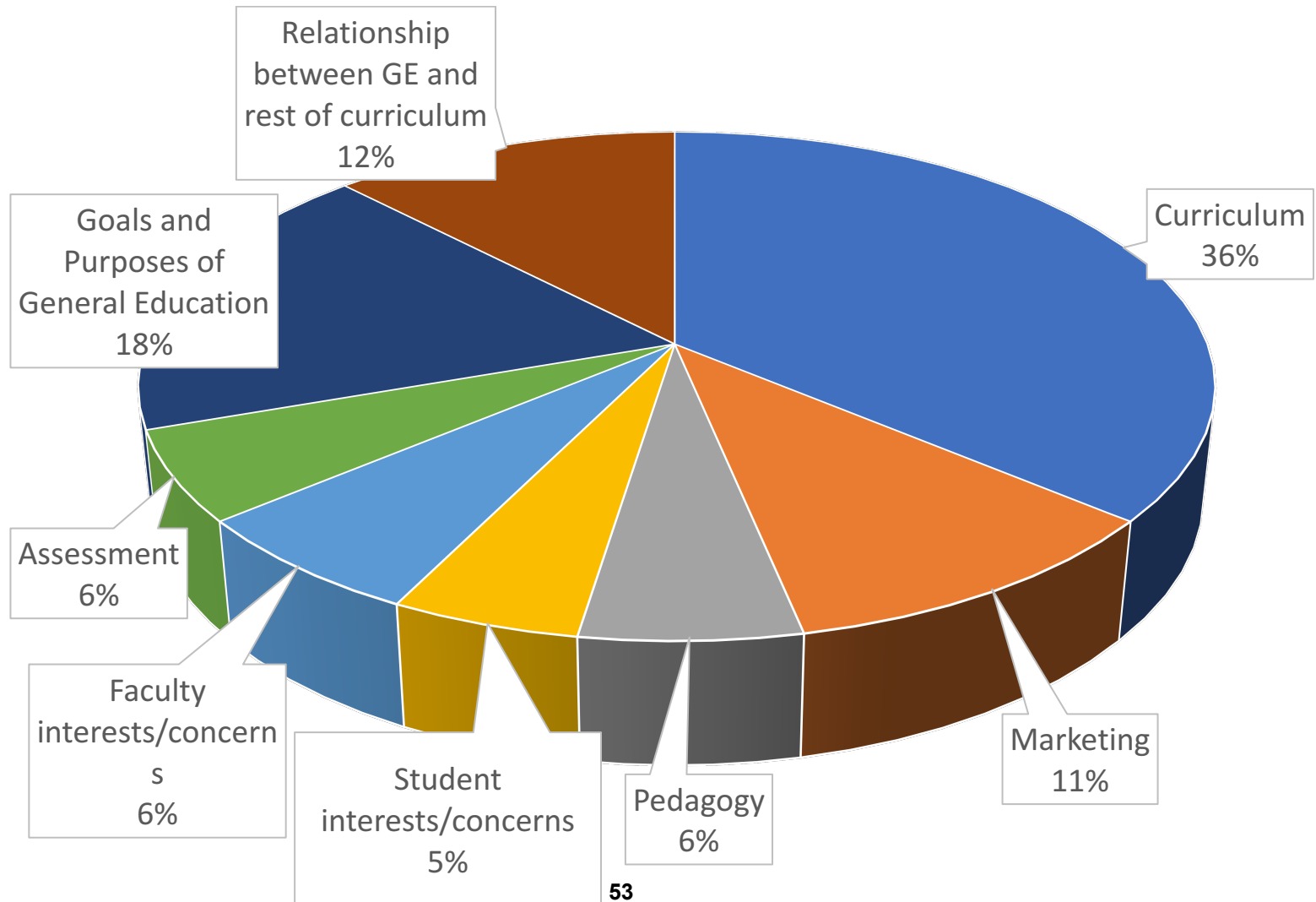




In your view, what aspects of the current Common Curriculum at DU could be improved?



What is a question or idea that you think important to be considered during the review and possible revision of the Common Curriculum?



Following are the questions asked on the faculty survey. A more detailed summary is available on the GERI Portfolio site: <http://portfolio.du.edu/GenEdReviewInquiry2017>

- With which department(s) or program(s) are you affiliated?
- In which area(s) of the Common Curriculum do you teach? Check all that apply.
- When I design and teach Common Curriculum (CC) courses, I keep in mind the student learning outcomes for my CC area.
- When I design and teach Common Curriculum courses, I make connections/relationships between my courses and others in the Common Curriculum.
- It is my perception that colleagues in my department or program make deliberate connections between the Common Curriculum and courses/requirements in the major.
- Do you advise students regarding the current Common Curriculum (or have you recently advised)? Check all that apply.
- As an advisor to undergraduates, I devote time and attention to making sure students understand the theory and outcomes of the Common Curriculum.
- As an advisor to undergraduates, I devote time and attention to practical matters of helping students find courses which meet requirements.
- I perceive that most undergraduate students understand and value the theory and outcomes of the current Common Curriculum, taken as a whole.
- I perceive that most DU faculty understand and value the theory and outcomes of the current Common Curriculum, taken as a whole.
- Along with Majors/Minors, electives, and co-curricular activities, the Common Curriculum helps achieve DU's Undergraduate Student Learning Outcomes. Please rate your agreement that the Common Curriculum should have a central role advancing the following outcomes:
  - Quantitative Reasoning
  - Communication
  - Intellectual Engagement and Reflection
  - Engagement with Human Diversity
  - Community Engagement
  - Disciplinary Knowledge and Practice

- If you'd like, please explain any of your responses concerning the role you believe the Common Curriculum should (or shouldn't) play in DU's Undergraduate Student Learning Outcomes (listed in the previous question).
- The vision expressed in DU Impact 2025 is organized around a series of promises to students, to be met by the Common Curriculum, the Major/Minor, and the co-curriculum. Please rate your agreement that the Common Curriculum (rather than other activities) should advance the following promises:
  - Faculty-Student Connections and Robust Intellectual Engagement
  - Holistic Approach to Education
  - Creative Collaboration and Ethical Engagement
  - Deep Meaningful Engagement with Diversity
  - Belonging to Lifelong Community
- If you'd like, please explain any of your responses concerning the role you believe the Common Curriculum should (or shouldn't) play in any of the five promises listed in the previous question.
- In your view, what are the strengths of the current Common Curriculum at DU?
- In your view, what aspects of the current Common Curriculum at DU could be improved?
- What is a question or idea that you think important to be considered during the review and possible revision of the Common Curriculum?
- In the next weeks and months, the General Education Review and Inquiry Committee will be meeting with students, faculty and advisors in a variety of formats. Although invitations to these meetings will be distributed broadly, if you would like to receive an additional invitation or reminder for these events, please enter your email address below.

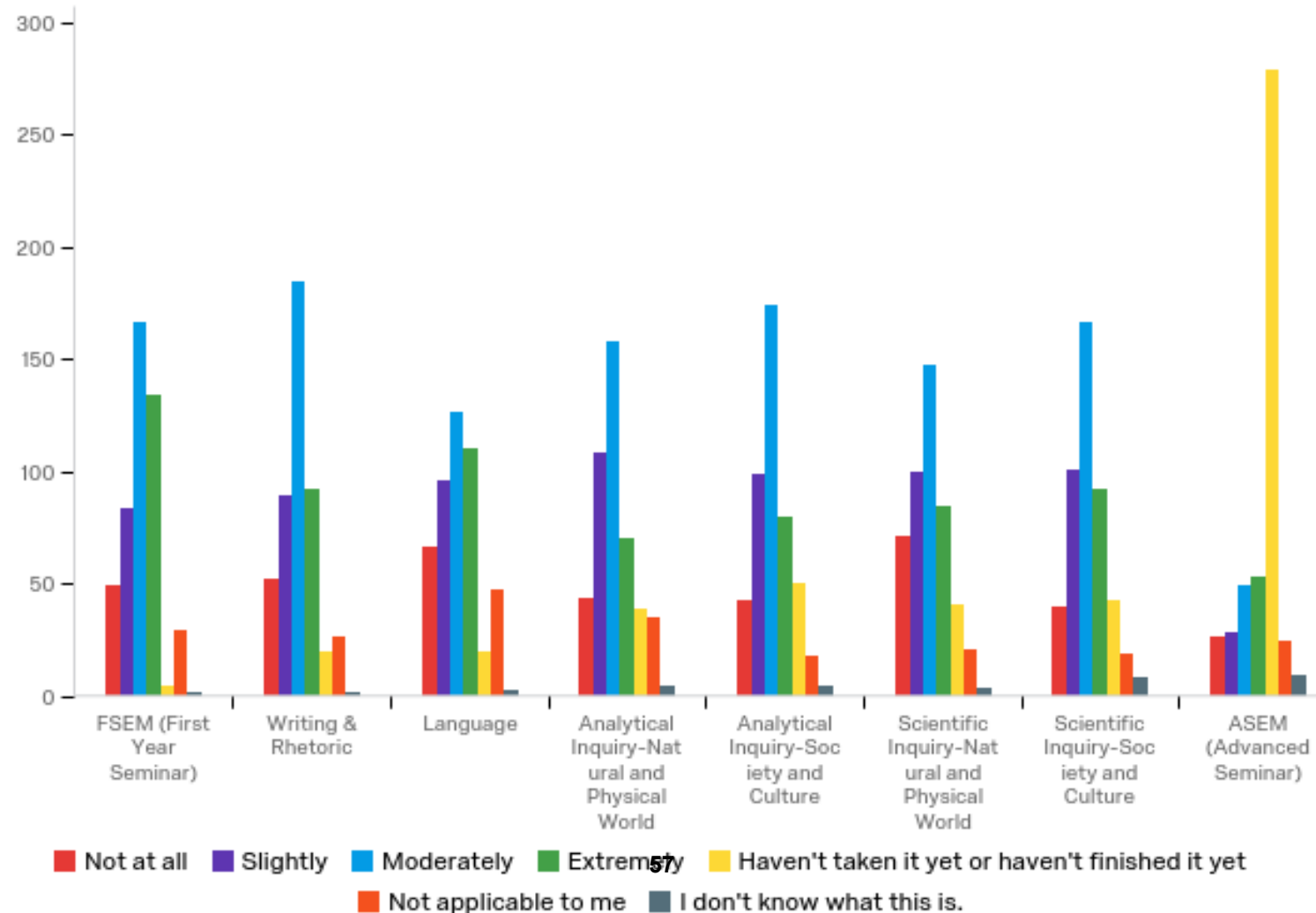
## Appendix C

# Student Survey

Starting January 30, 2018, the GERI committee distributed a survey to a target group of currently enrolled students, mostly in Advanced Seminars. The survey was comprised of 13 questions, including 2 open-ended questions. We also asked for demographic information not included in this total. Over 450 students completed the survey. The full list of questions is included at the end of this presentation.

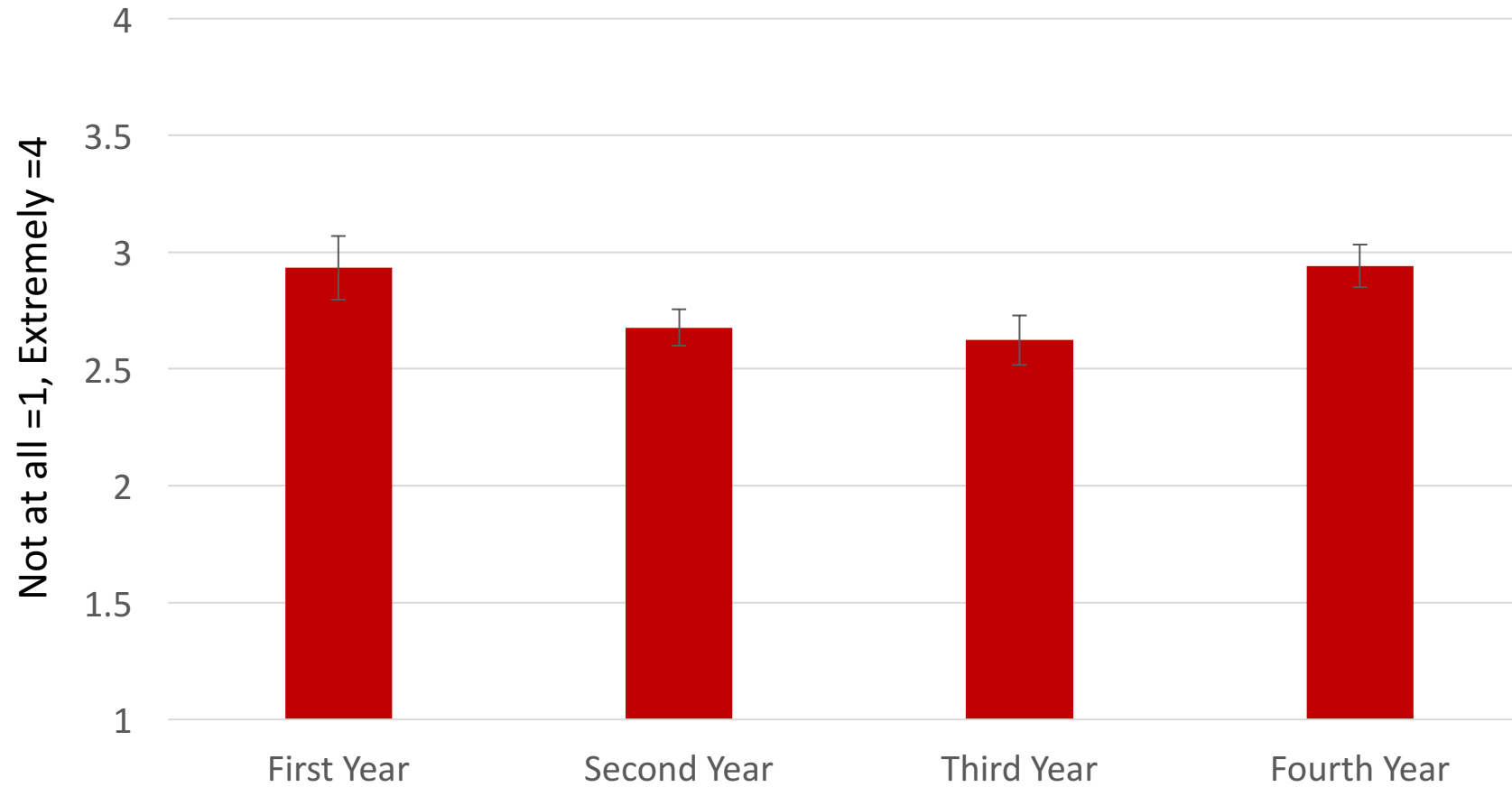
For year at DU and major, ANOVAs were conducted to test for at least one significant difference between groups. If statistically significant ( $p < .05$ ), group-specific plots follow the overall response plots. On the group-specific plots, error bars indicate standard error of the mean. Almost always, non-overlapping error bars indicate statistically significant differences between means. For group-specific plots, students who indicated they had not yet taken or were not aware of a particular element of CC were not included for the corresponding questions.

Indicate how valuable, meaningful, or impactful were the following components of the Common Curriculum (General Education) for you at DU?



Effects that vary significantly  
by year at DU

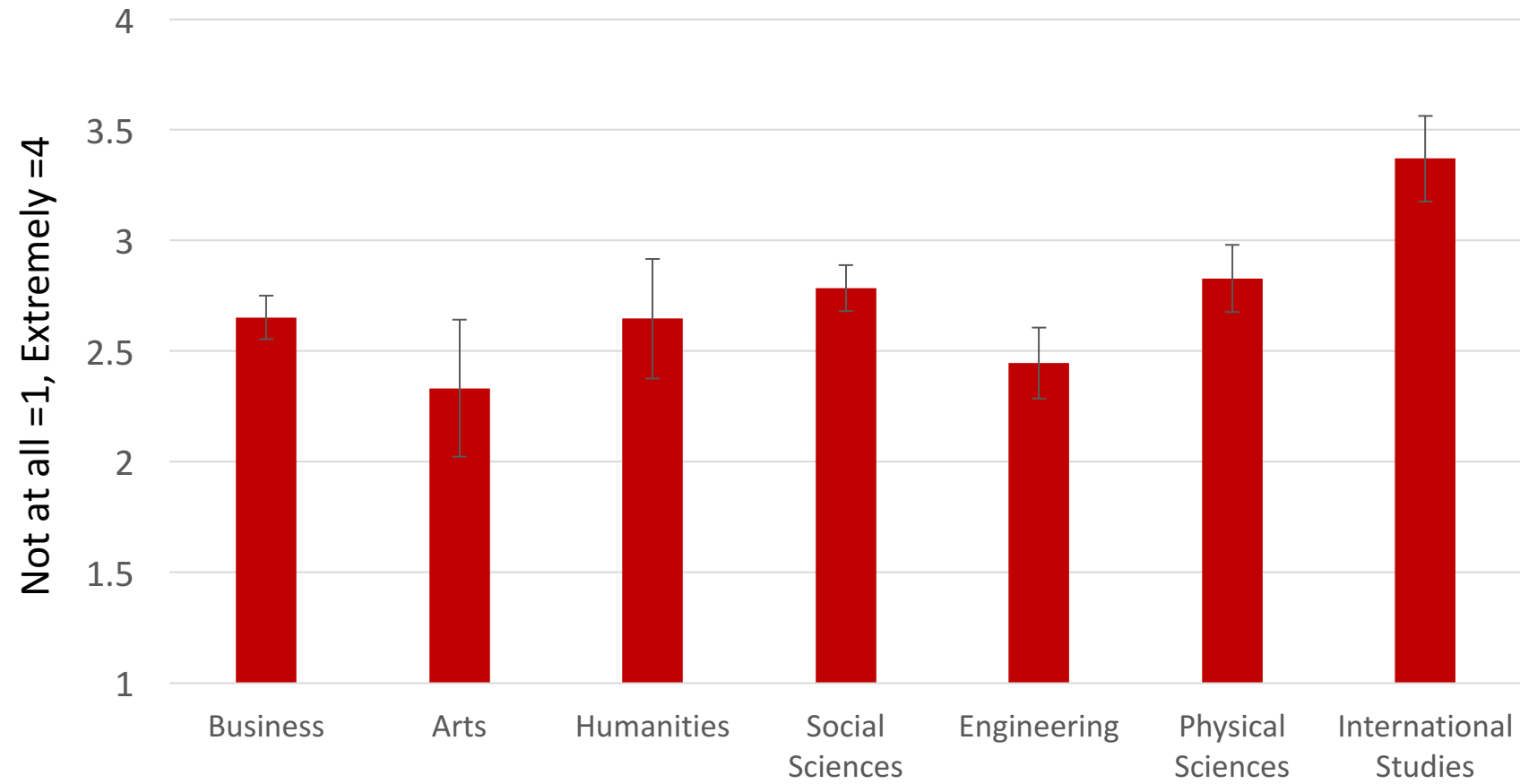
# Scientific Inquiry-Society and Culture



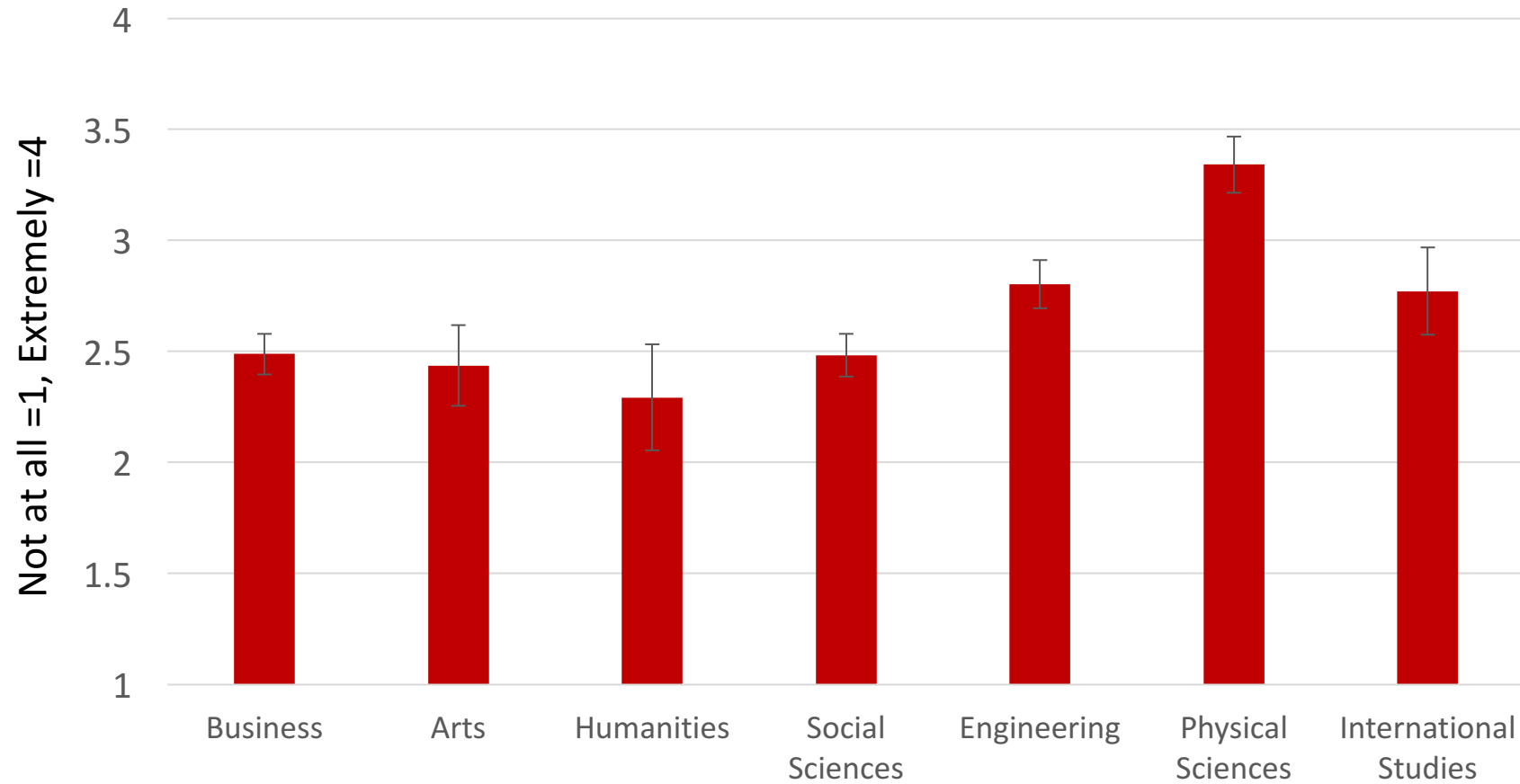


Effects that vary significantly  
by major

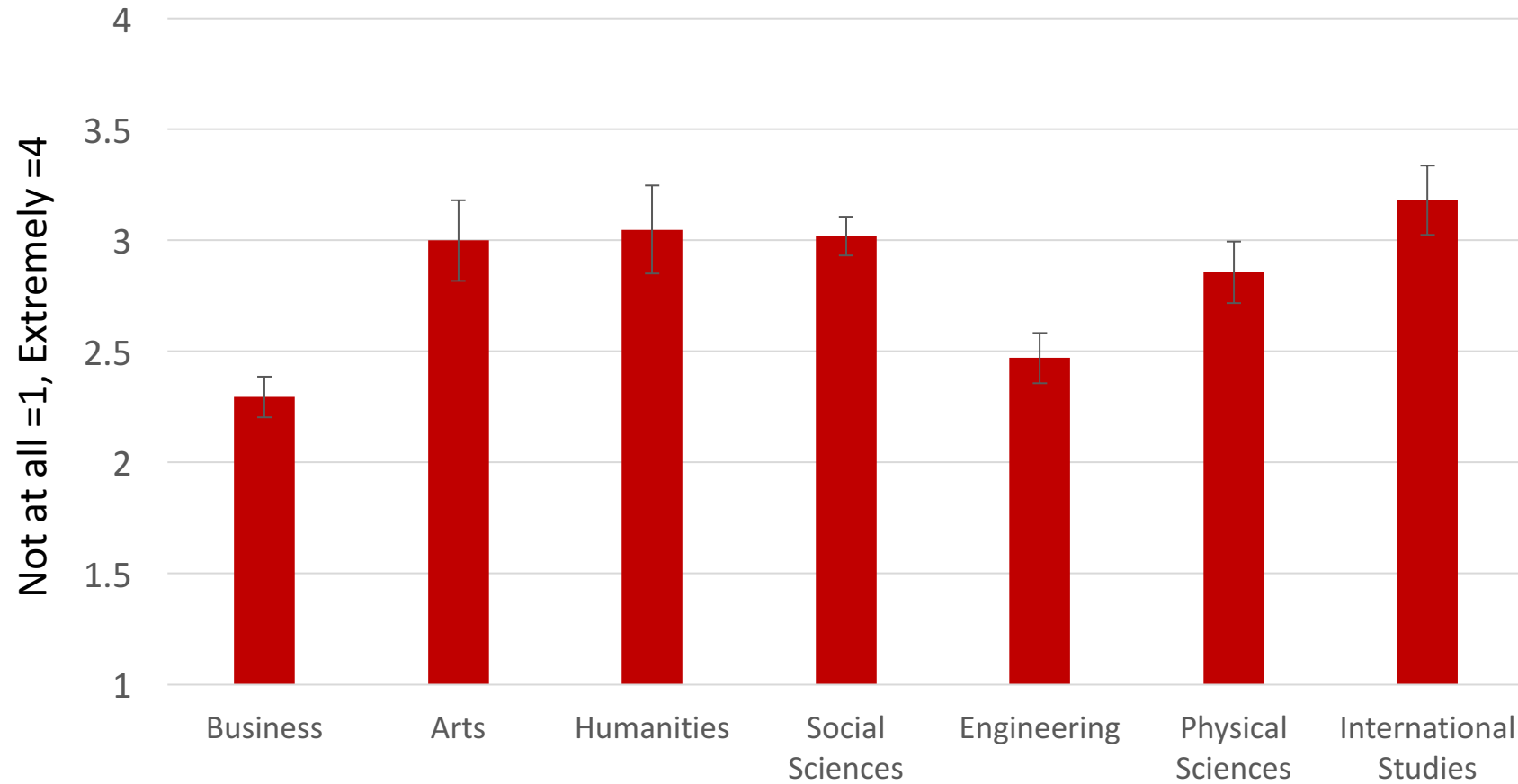
# Language



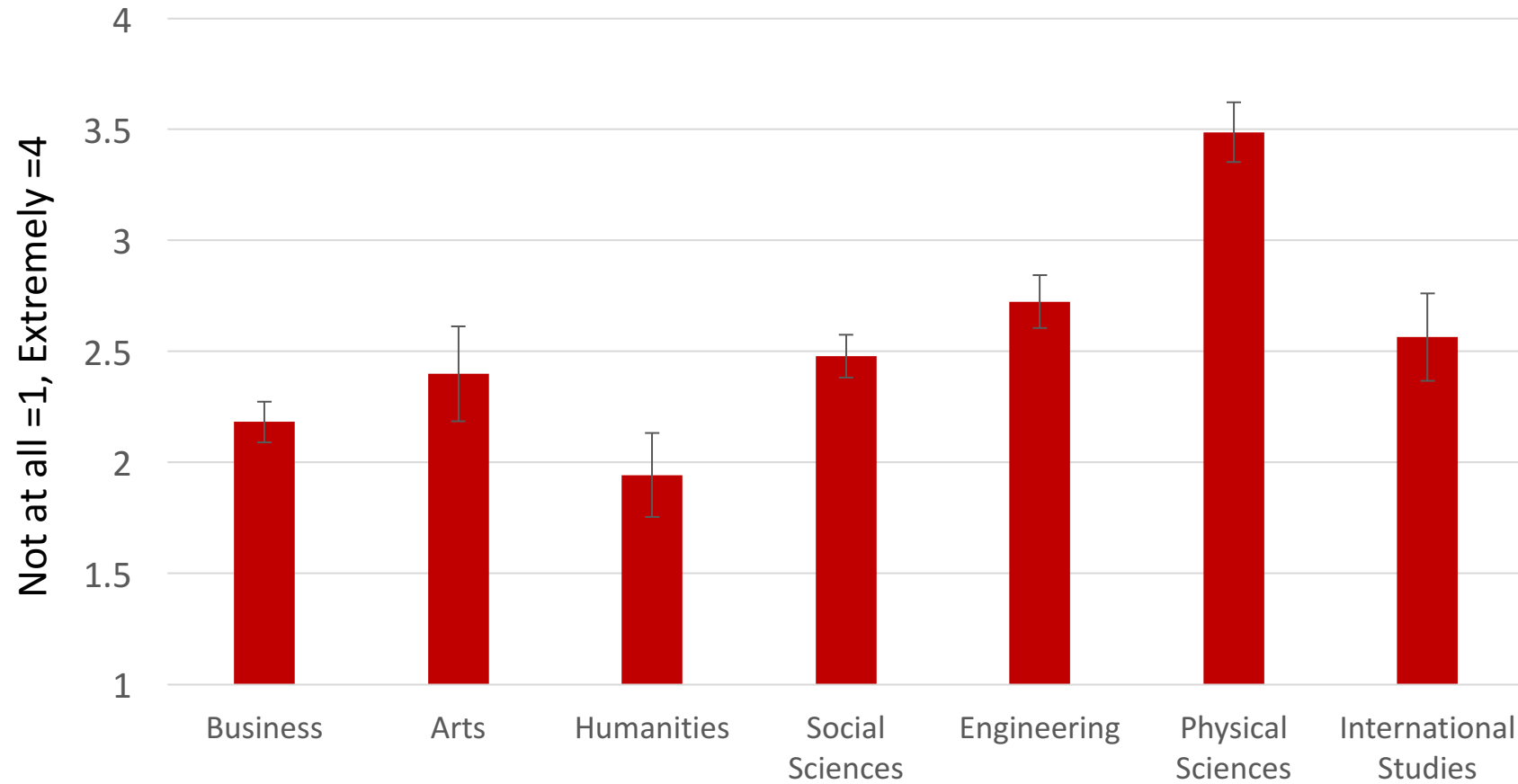
# Analytical Inquiry: Natural & Physical World



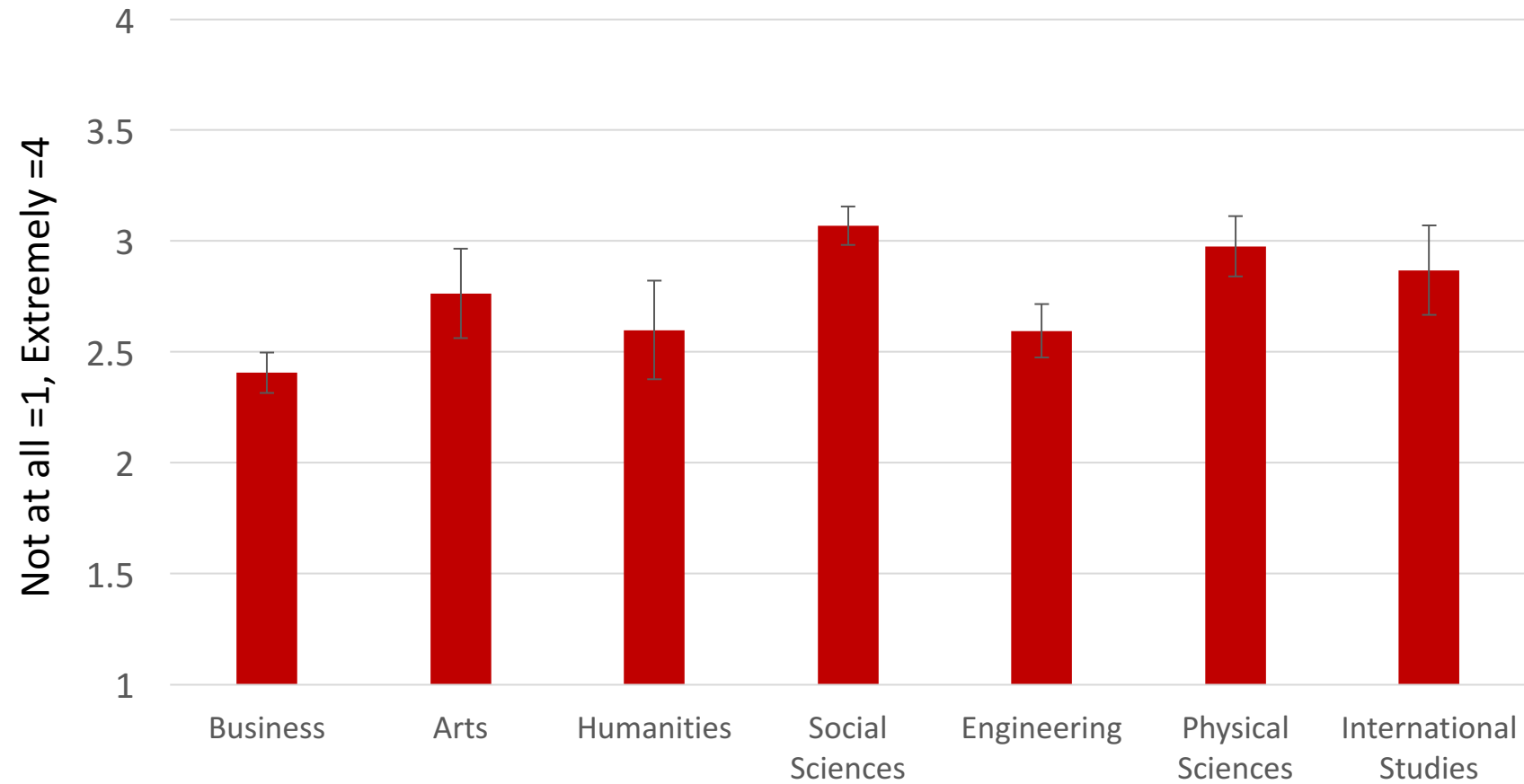
# Analytical Inquiry: Society & Culture



# Scientific Inquiry: Natural & Physical World

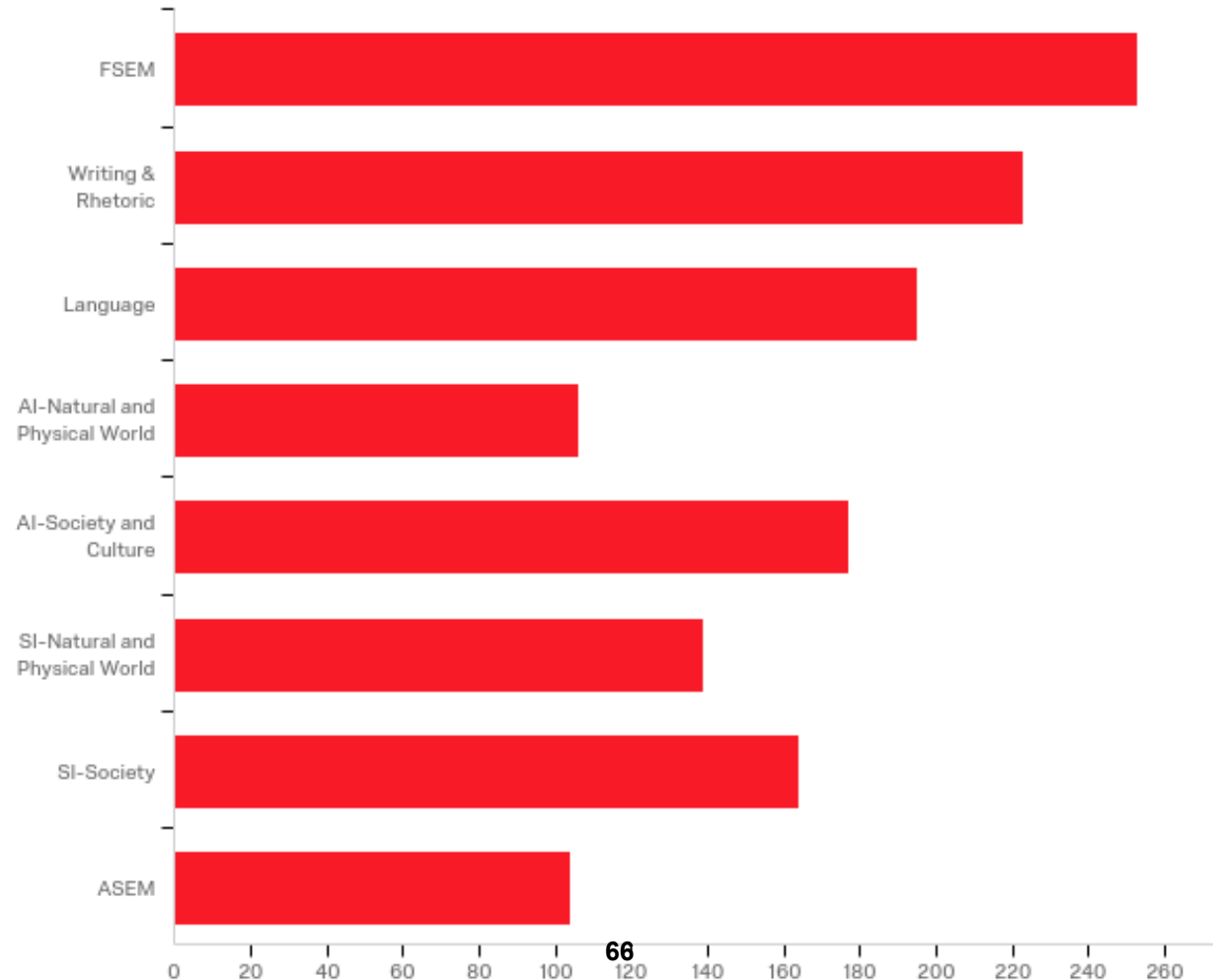


# Scientific Inquiry: Society & Culture



Please drag and drop [RANK]the MOST valuable, meaningful, or impactful component of the Common Curriculum (General Education) for you at DU. You may select as many components as you wish.

Please drag and drop the MOST valuable, meaningful, or impactful component...



# Effects that vary significantly by year at DU

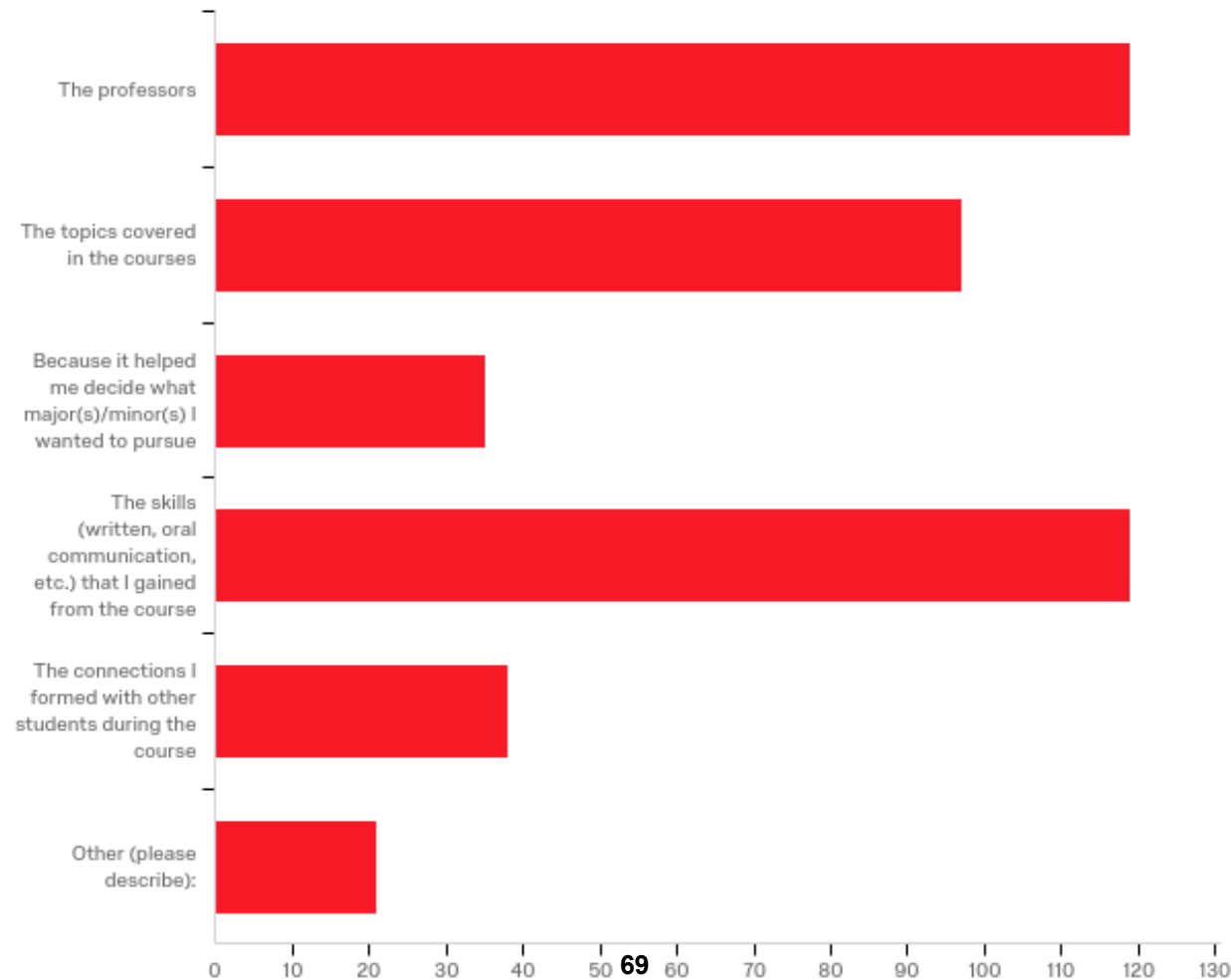
- 4<sup>th</sup> year students ranked FSEM significantly lower (compared to other three years)
- 3<sup>rd</sup> and 4<sup>th</sup> year students tended to rank AI: Natural lower than 1<sup>st</sup> and 2<sup>nd</sup> year students
- 3<sup>rd</sup> and 4<sup>th</sup> year students ranked ASEM significantly higher than 1<sup>st</sup> and 2<sup>nd</sup> year students (very few of whom had taken ASEM)



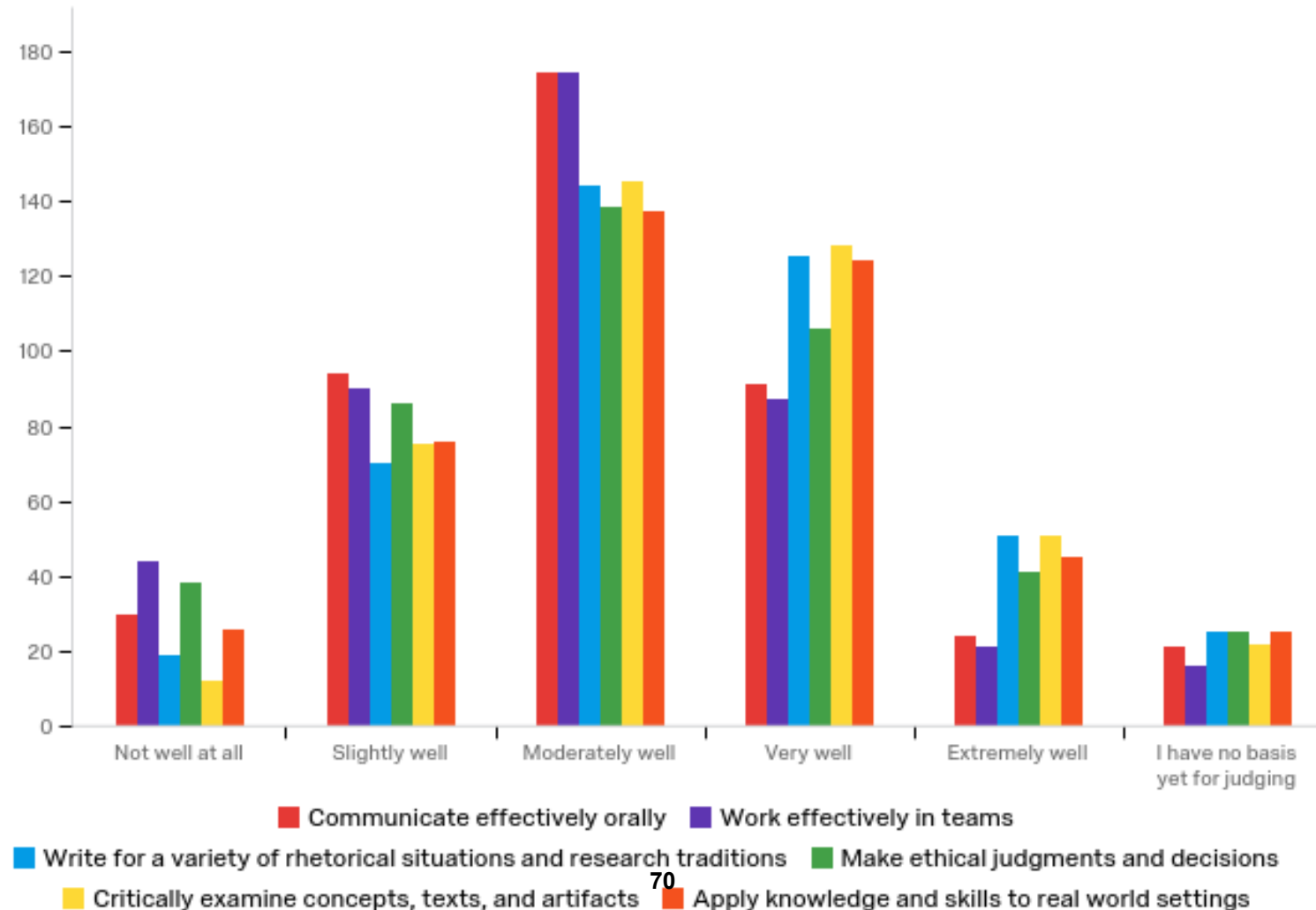
# Effects that vary significantly by major

- Arts, social science and international studies majors rank AI: Natural significantly higher (worse) than others
- Business, engineering and physical science majors rank AI: Society significantly higher (worse) than others
- Engineering and physical science majors rank SI: Natural significantly lower (better) than others

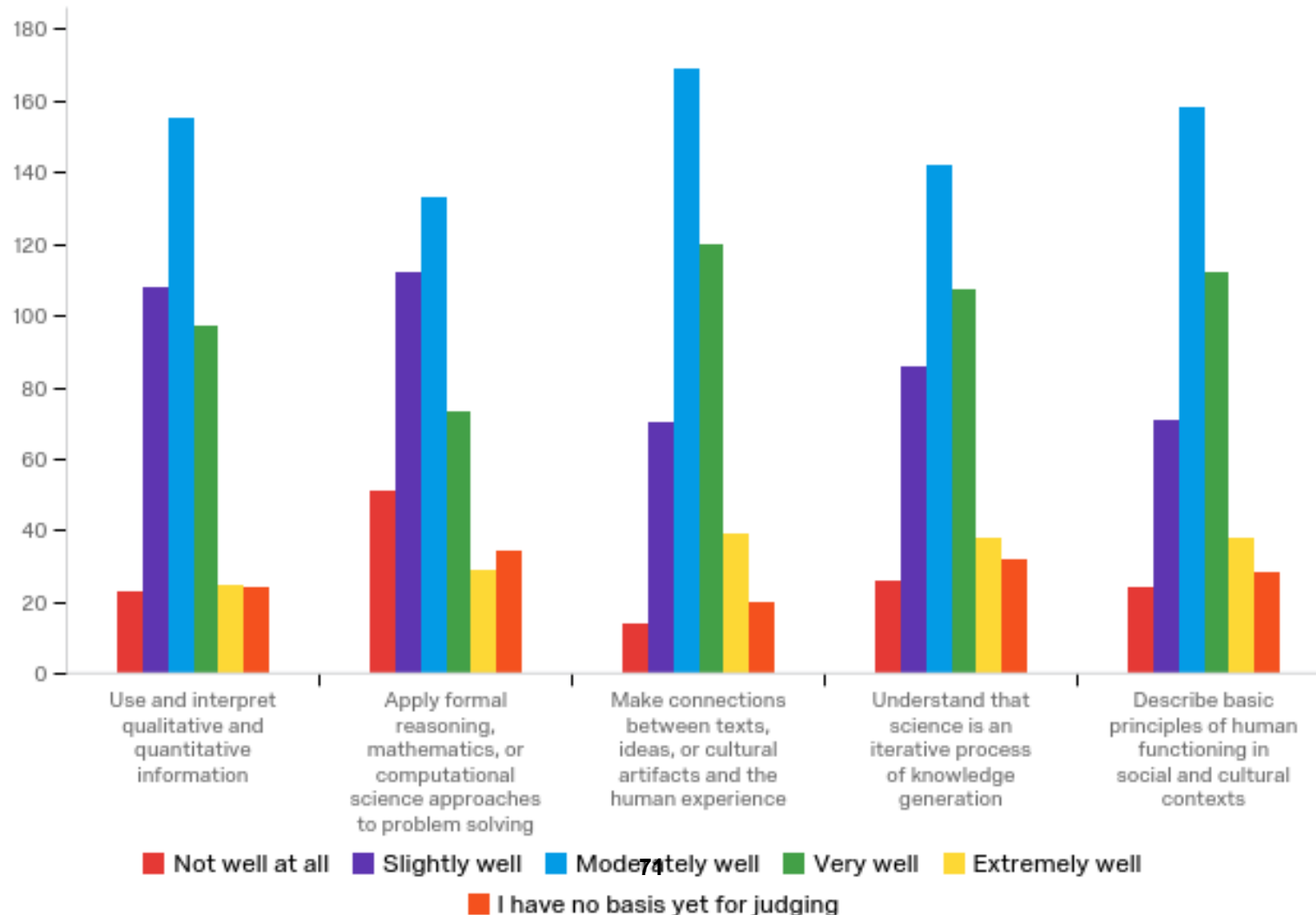
What was it about the component(s) of the Common Curriculum (General Education) you selected above that made it the most valuable, meaningful, or impactful?



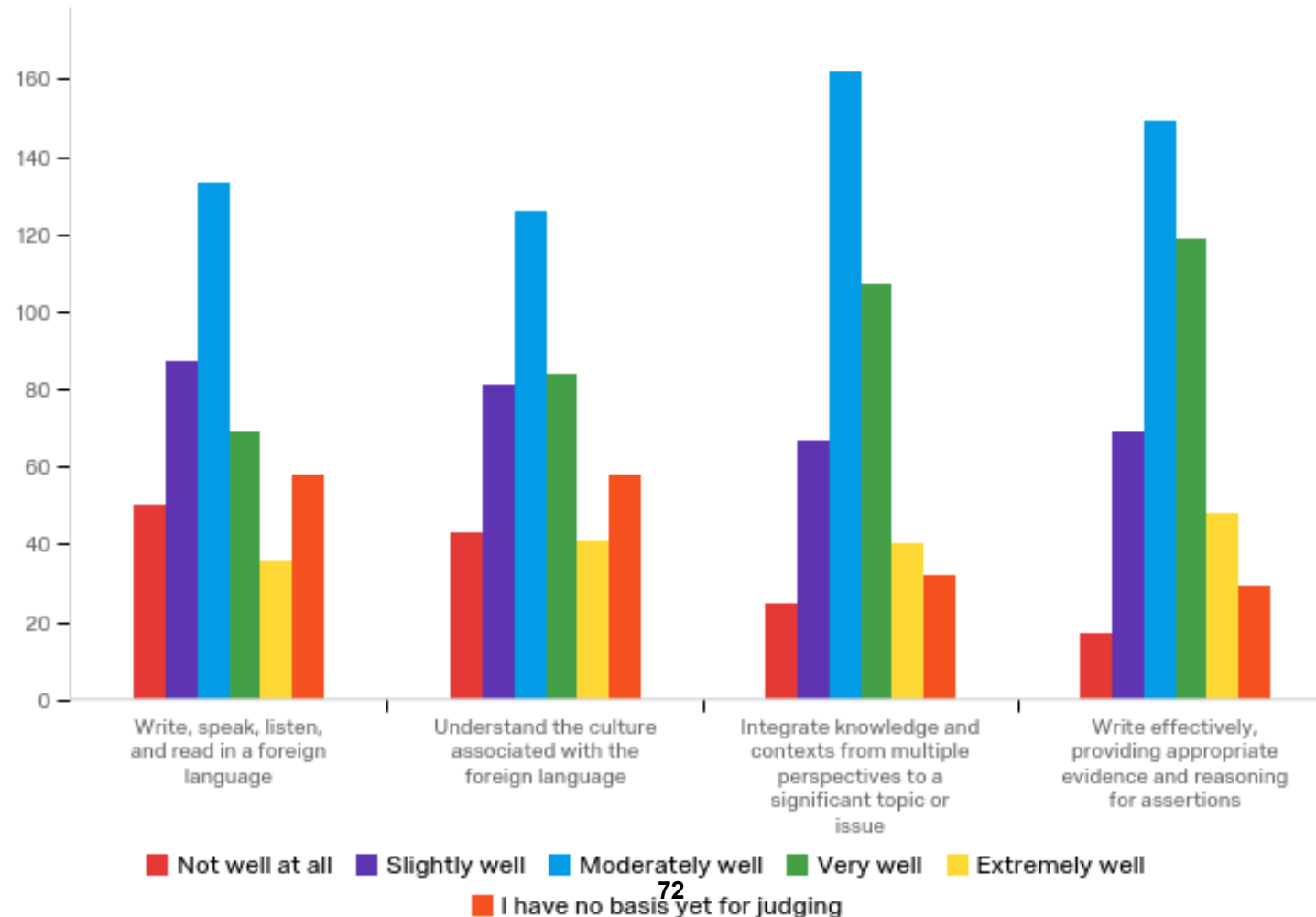
How well has the Common Curriculum (General Education) at DU prepared you to do the following?



How well has the Common Curriculum (General Education) at DU prepared you to do the following?



How well has the Common Curriculum (General Education) at DU prepared you to do the following?



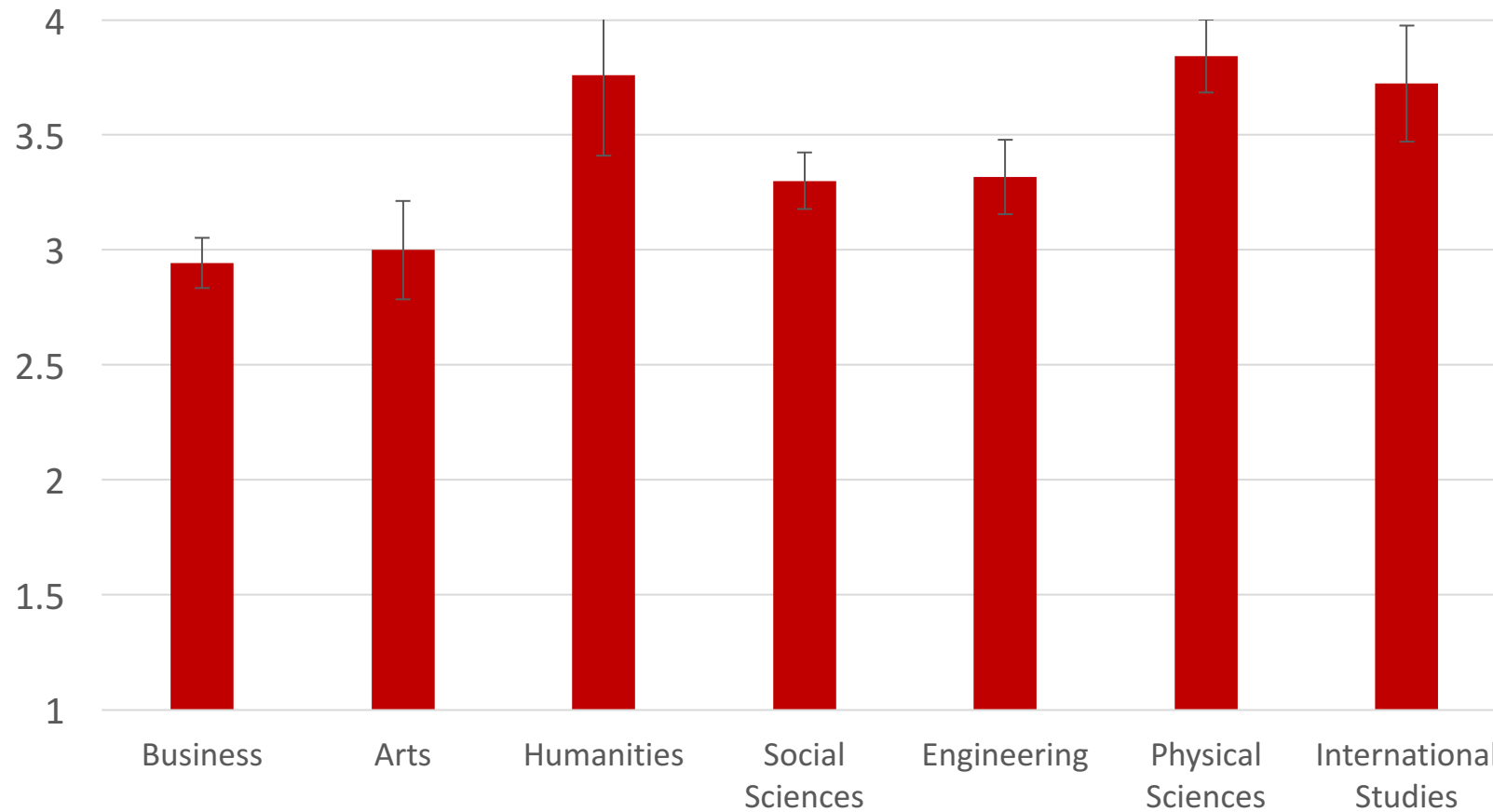
# Effects that vary significantly by year at DU

- 1<sup>st</sup> year rated almost all learning outcomes significantly higher than other years
- In addition, 4<sup>th</sup> years also indicated that the CC prepared them to integrate knowledge and contexts from multiple perspectives
- Writing effectively, providing appropriate evidence shows no difference by year at DU

# Effects that vary significantly by major

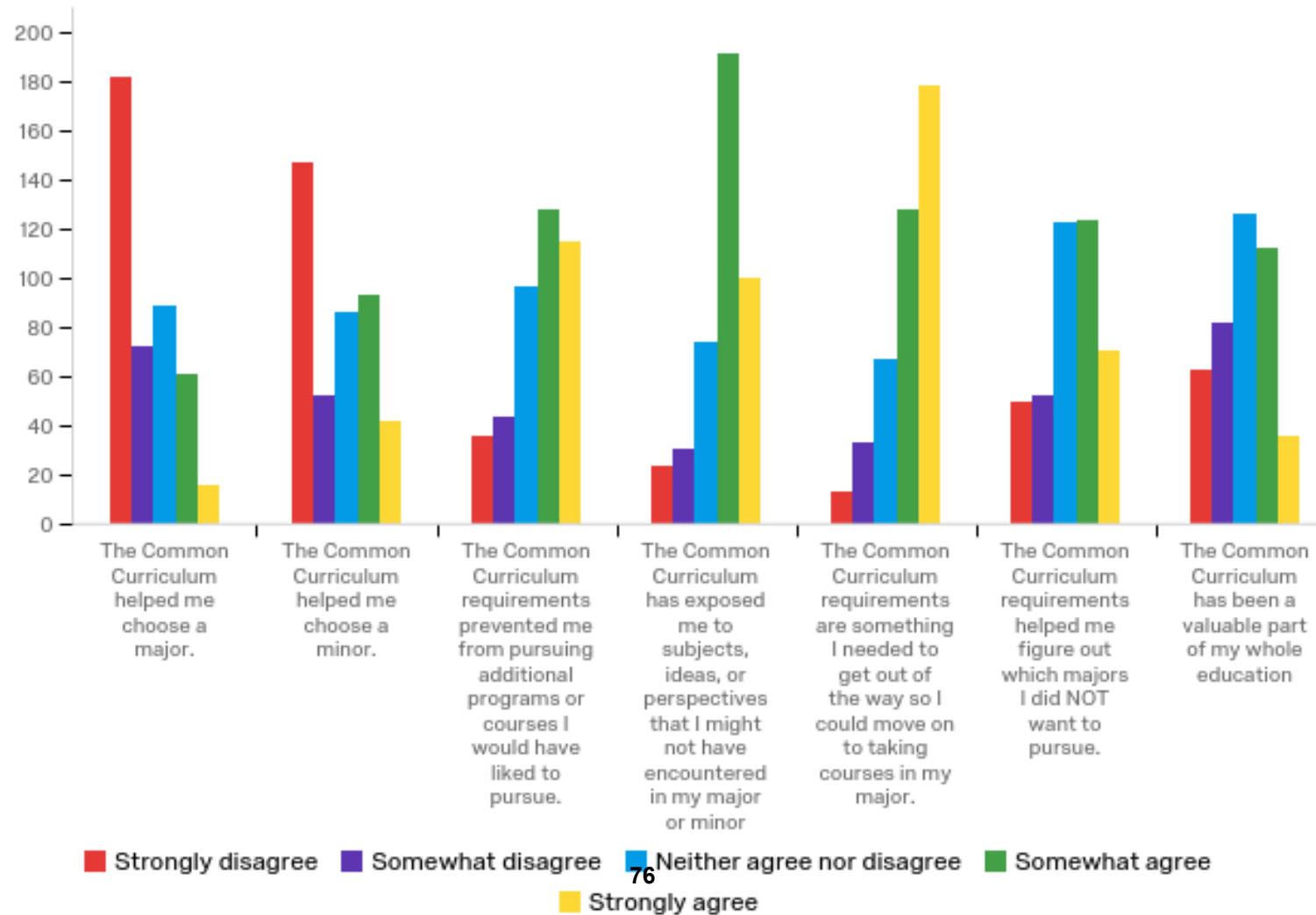
- Humanities majors were significantly more likely to endorse “critically examine concepts, texts and artifacts” than others
- Humanities, engineering and physical science majors were significantly more likely to endorse “use and interpret qualitative and quantitative information” and “apply formal reasoning, mathematics or computational science approaches to problem solving”
- Business majors were significantly less likely, and humanities majors more likely to endorse “make connections between texts, ideas, or cultural artifacts and human experience”
- Engineering, physical science and international studies majors were significantly more likely to endorse “write, speak, listen and read in a foreign language”

Understand that science is an iterative process of knowledge generation

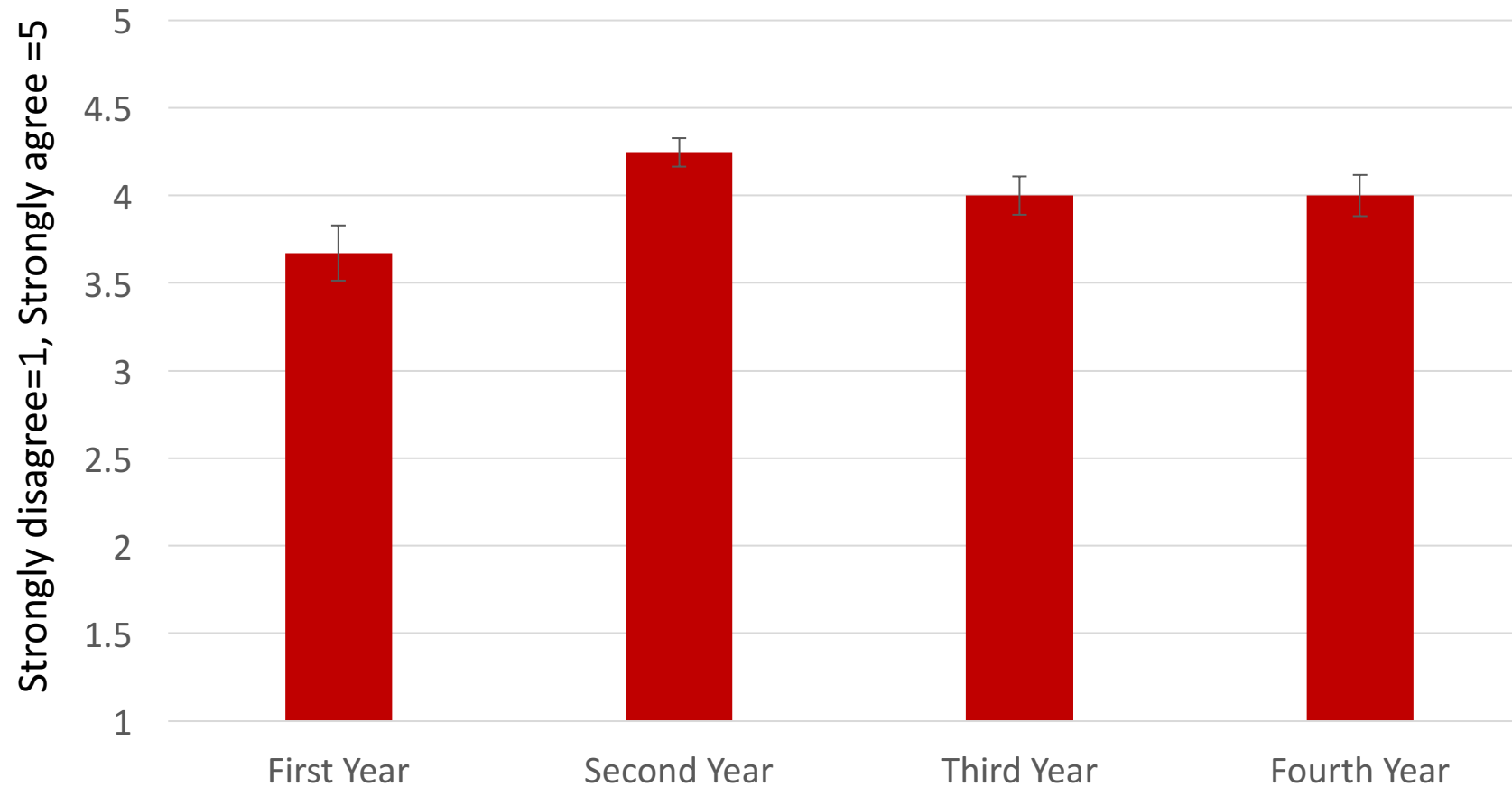




Please indicate your level of agreement with the following statements about the Common Curriculum (General Education) at DU.



The Common Curriculum requirements are something I needed to get out of the way

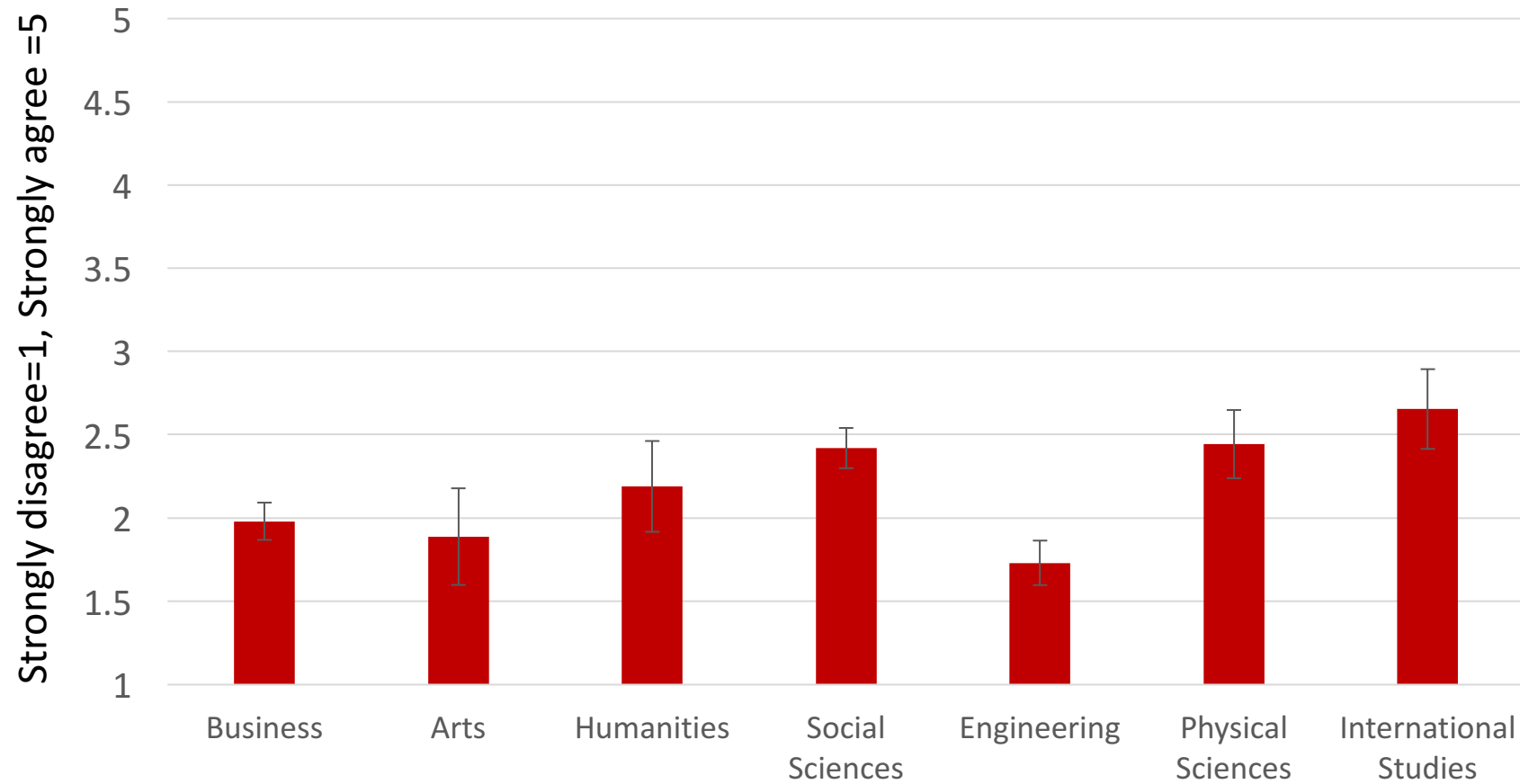


# Effects that vary significantly by year at DU

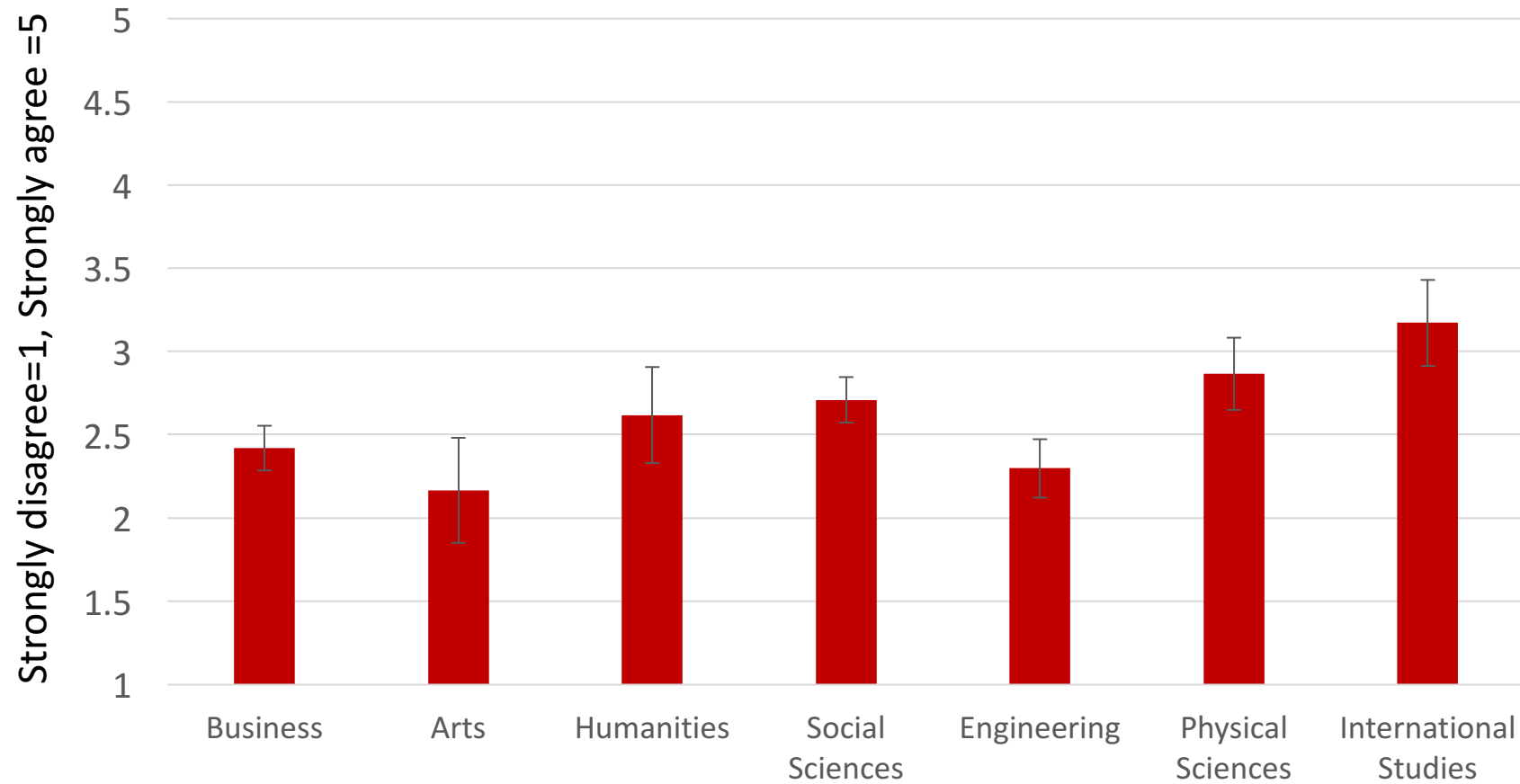
- 1<sup>st</sup> years tended to rate “prevented me from pursuing additional programs or courses” less than other three years
- 2<sup>nd</sup> year and 4<sup>th</sup> years tended to endorse “are something I need to get out of the way” more than 1<sup>st</sup> years (3<sup>rd</sup> years between)

Effects that vary significantly  
by major

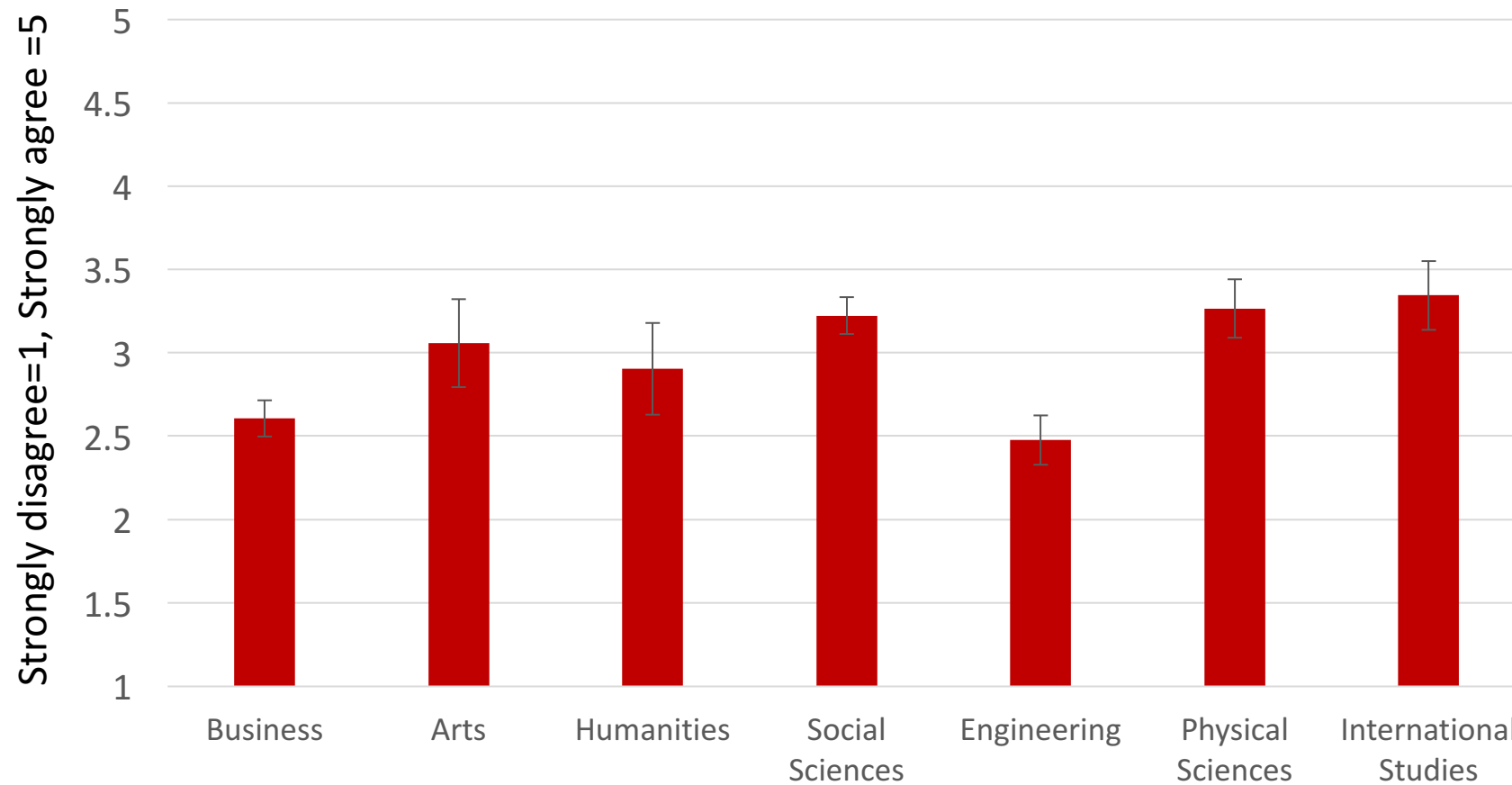
The Common Curriculum helped me choose a major.



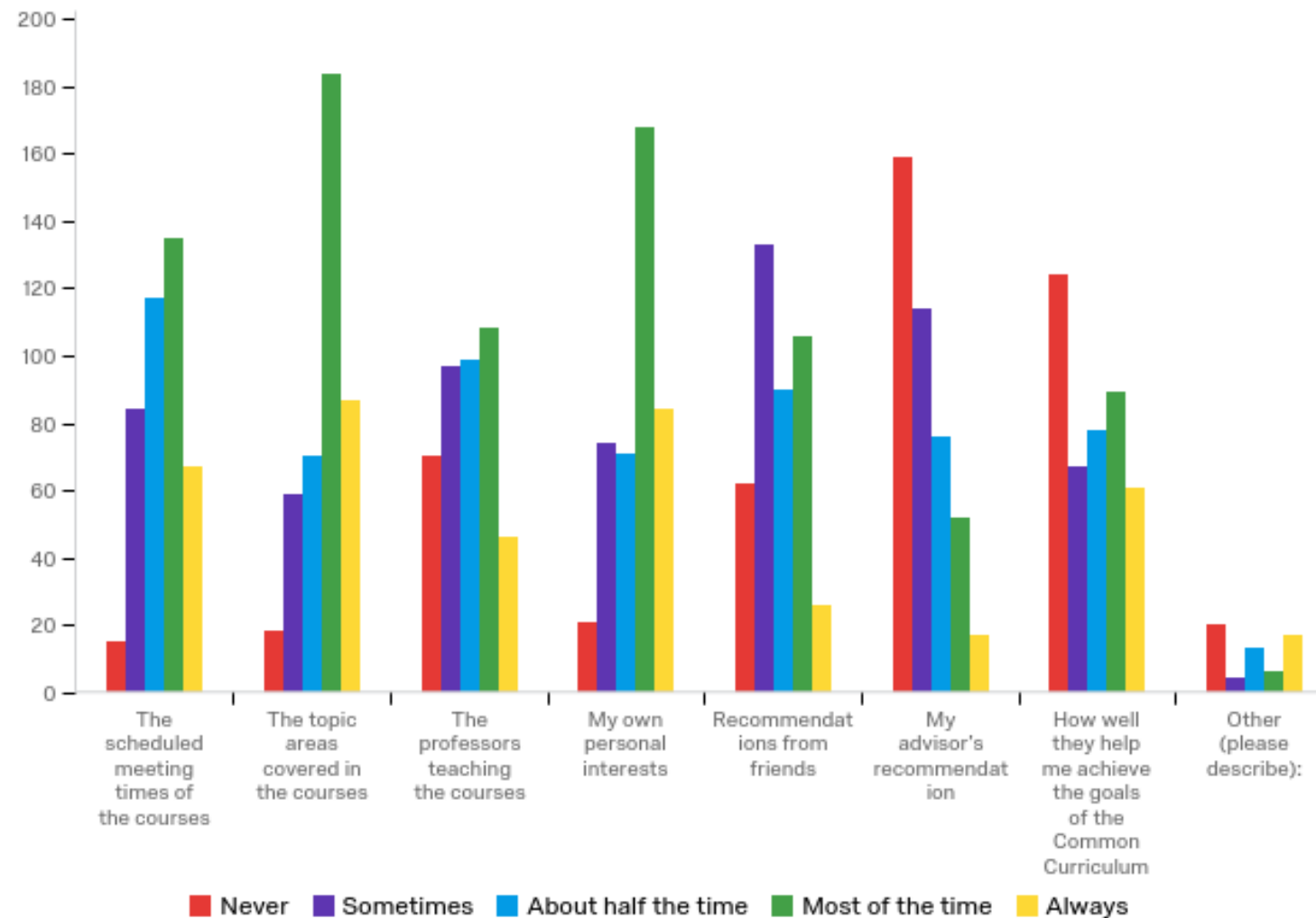
The Common Curriculum helped me choose a minor.



The Common Curriculum has been a valuable part of my whole education



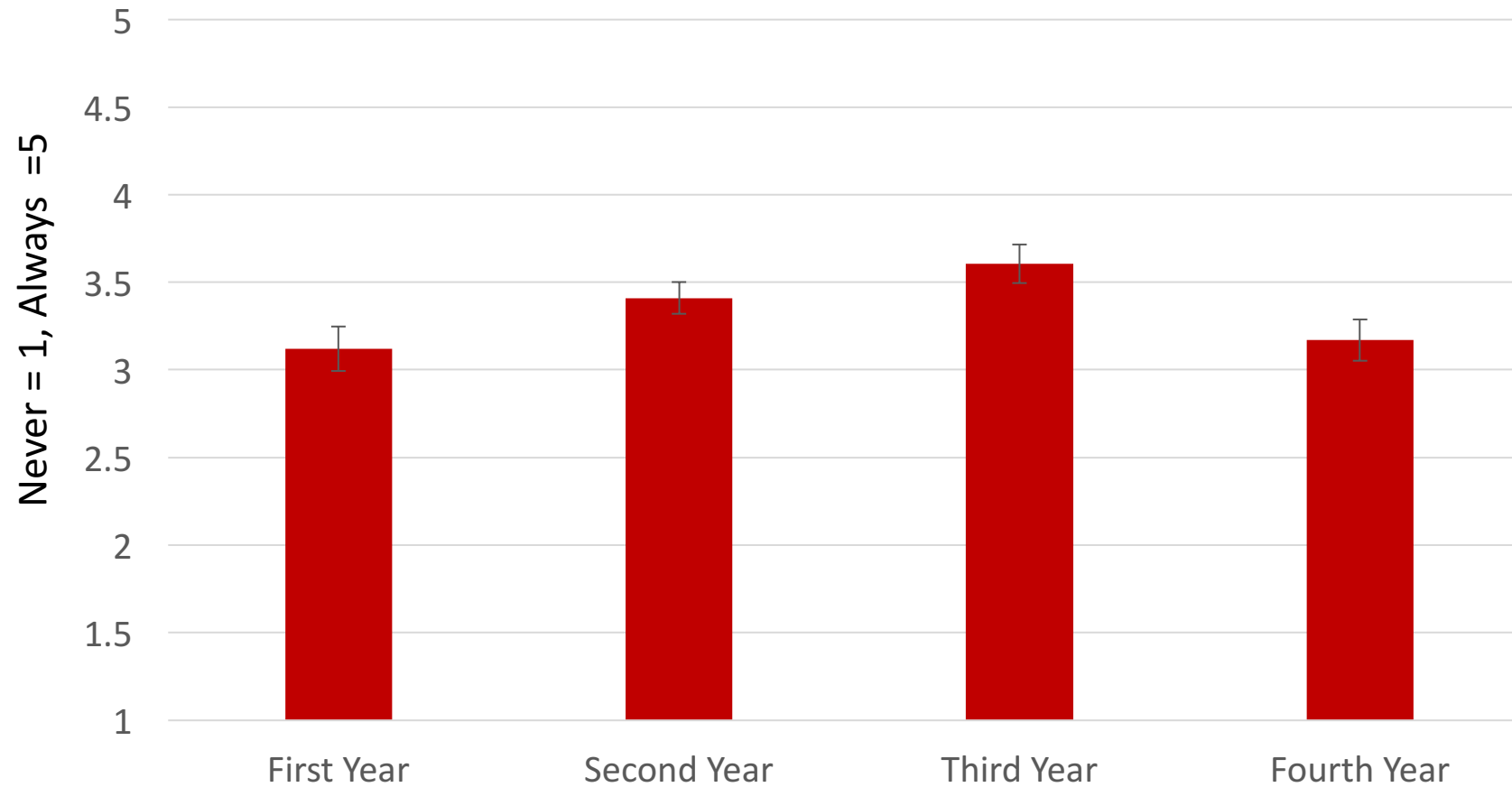
My choice of Common Curriculum (General Education) courses is primarily based on:



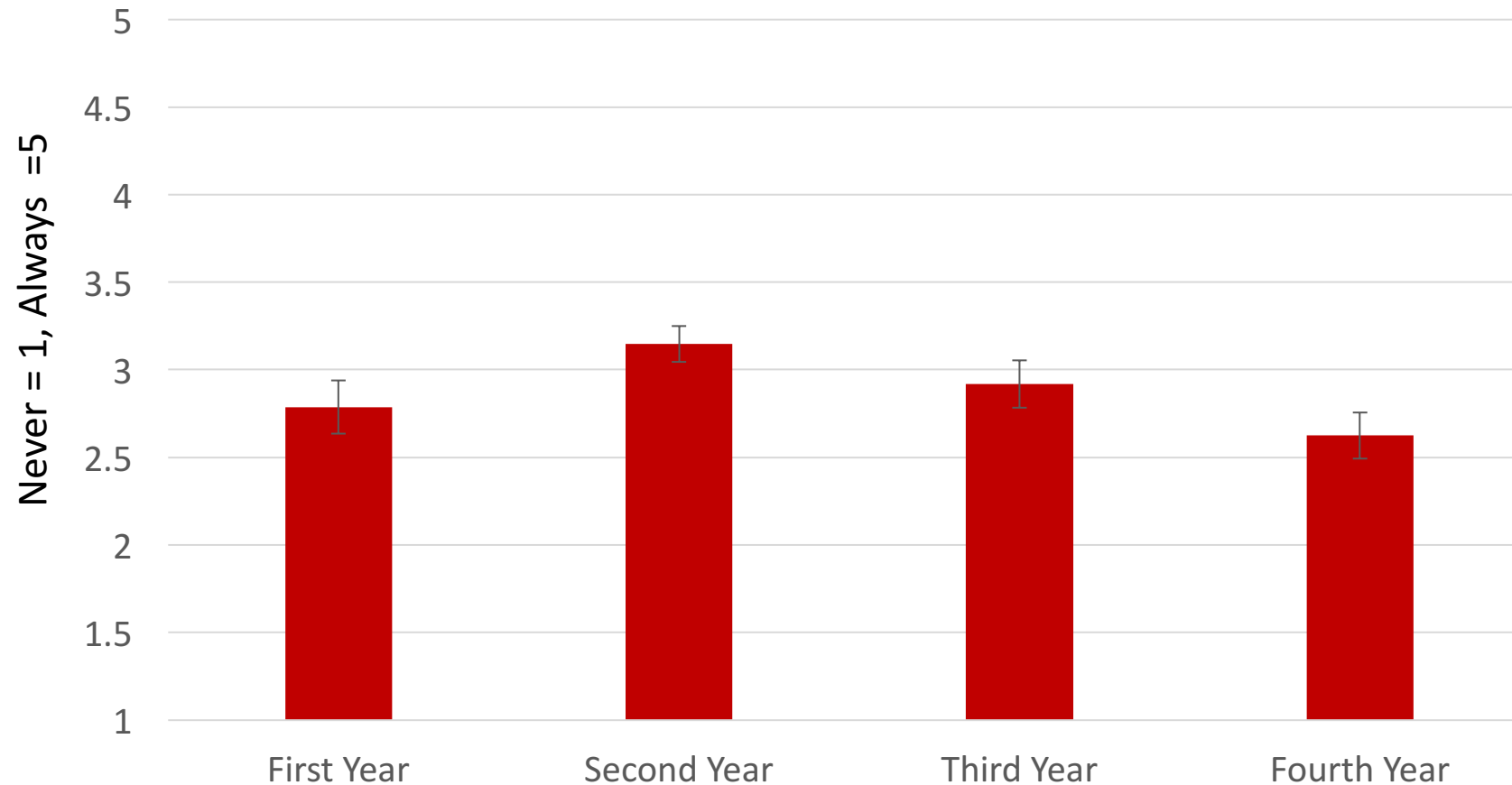


Effects that vary significantly  
by year at DU

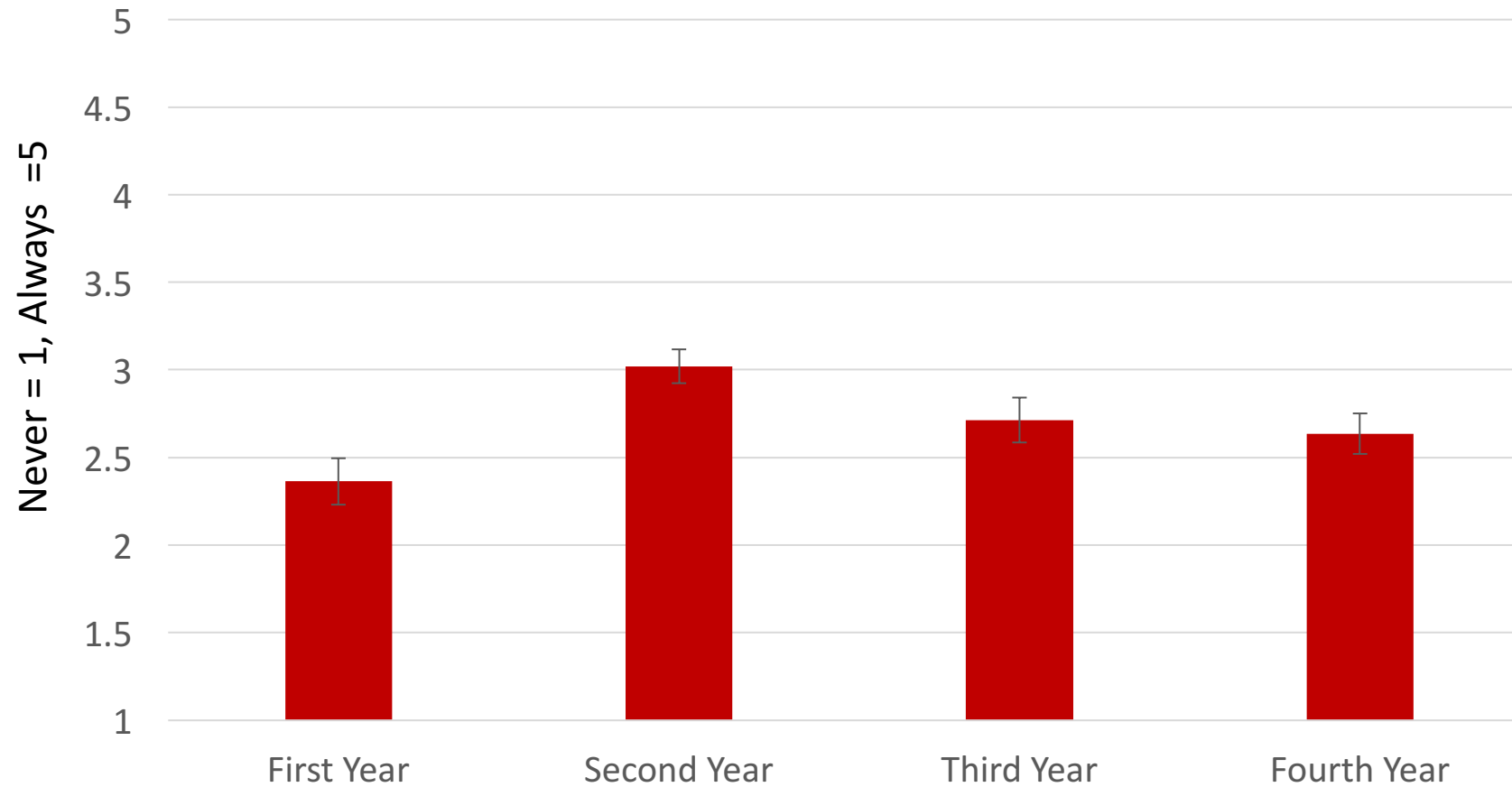
My choice of Common Curriculum (General Education) courses is primarily based on: - The scheduled meeting times of the courses



My choice of Common Curriculum (General Education) courses is primarily based on: - The professors teaching the courses

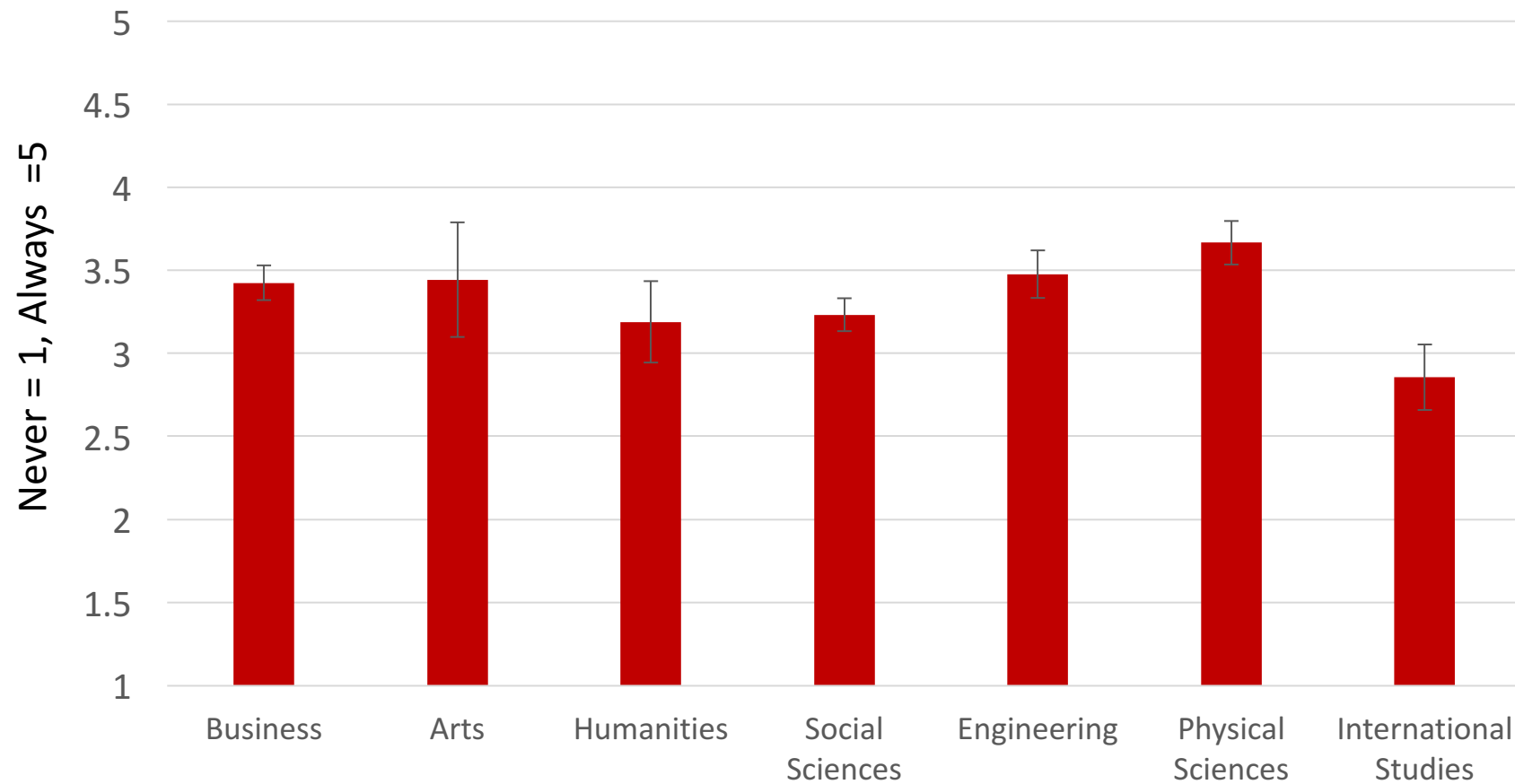


My choice of Common Curriculum (General Education) courses is primarily based on: - Recommendations from friends

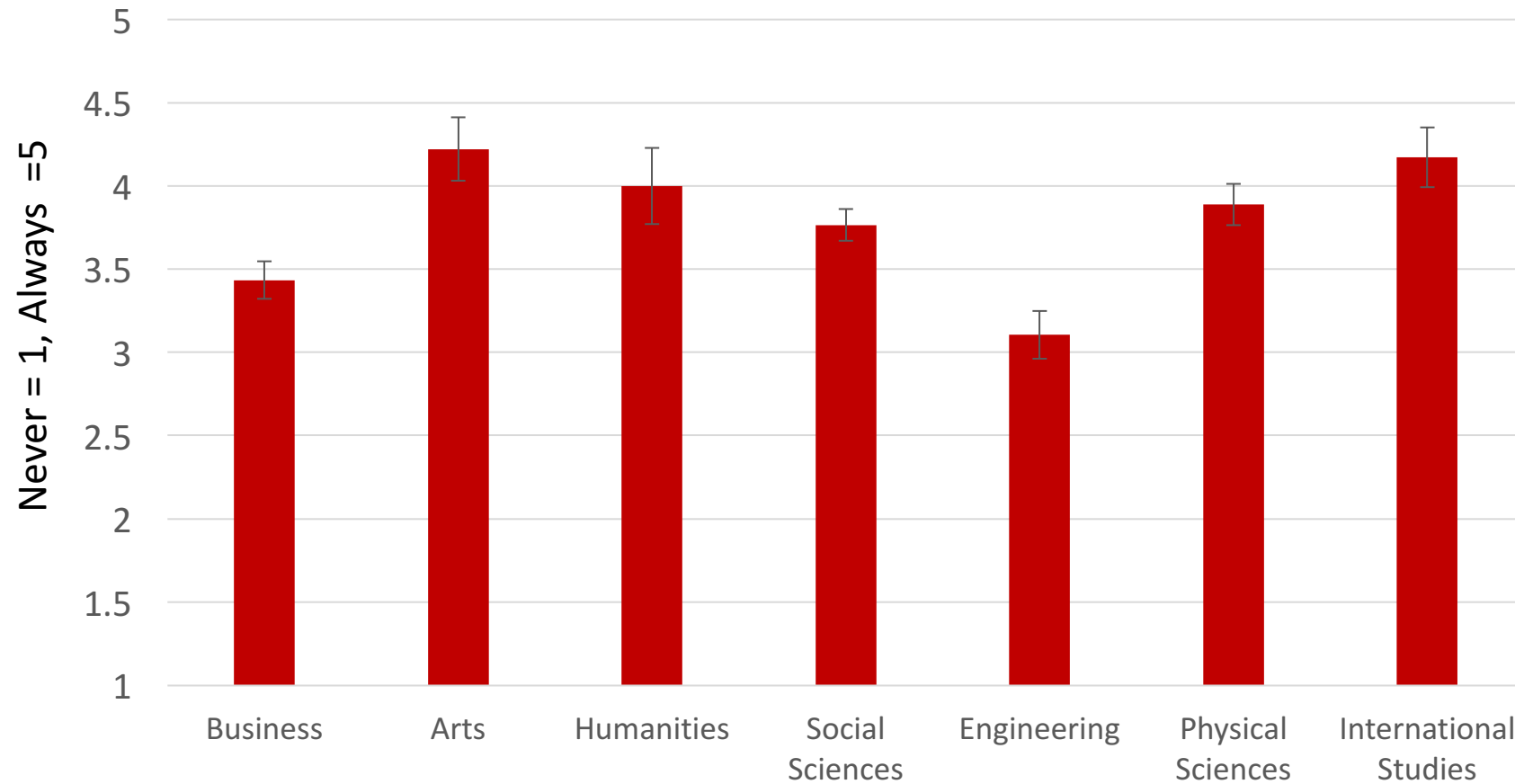


Effects that vary significantly  
by major

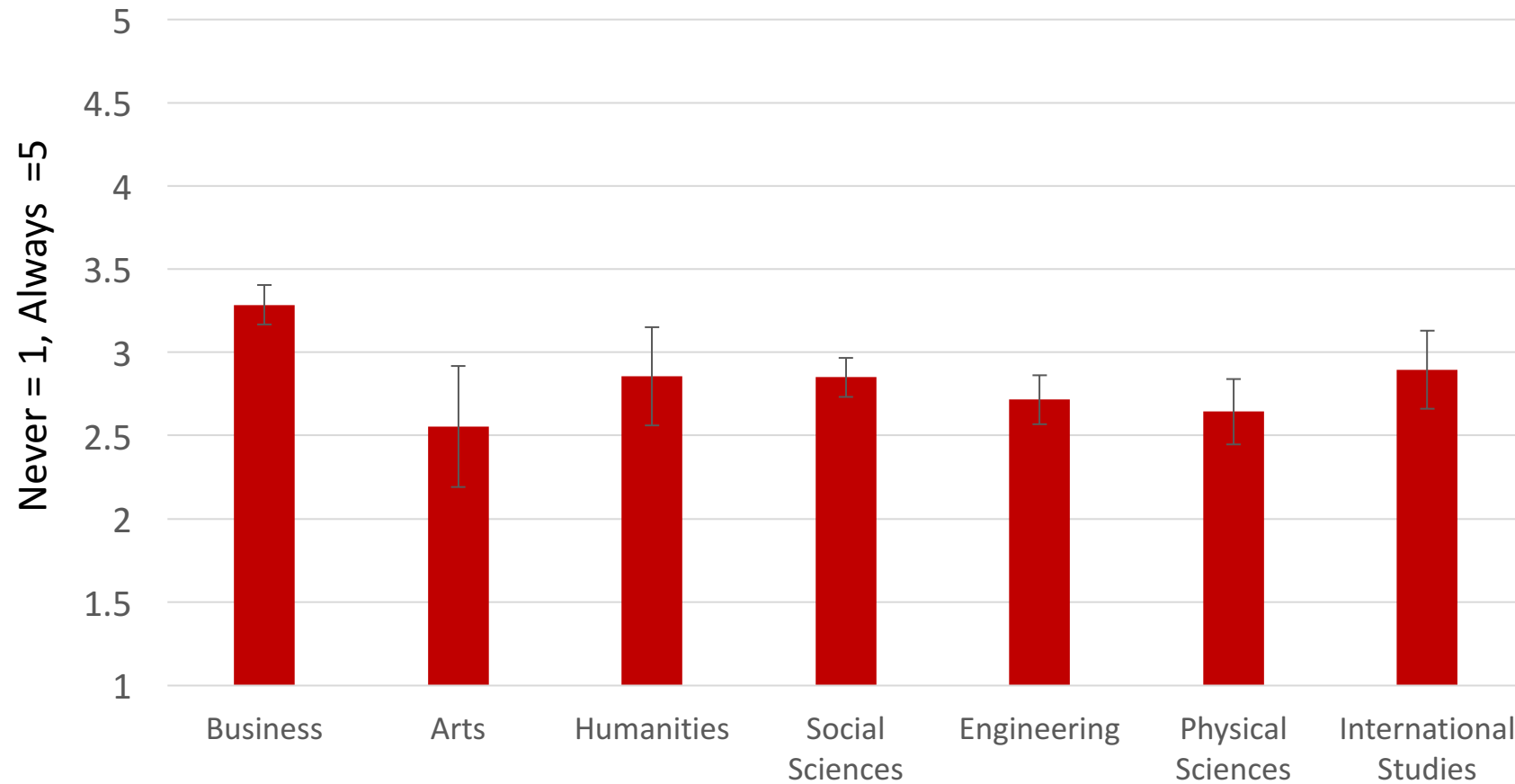
My choice of Common Curriculum (General Education) courses is primarily based on: - The scheduled meeting times of the courses



My choice of Common Curriculum (General Education) courses is primarily based on: - The topic areas covered in the courses

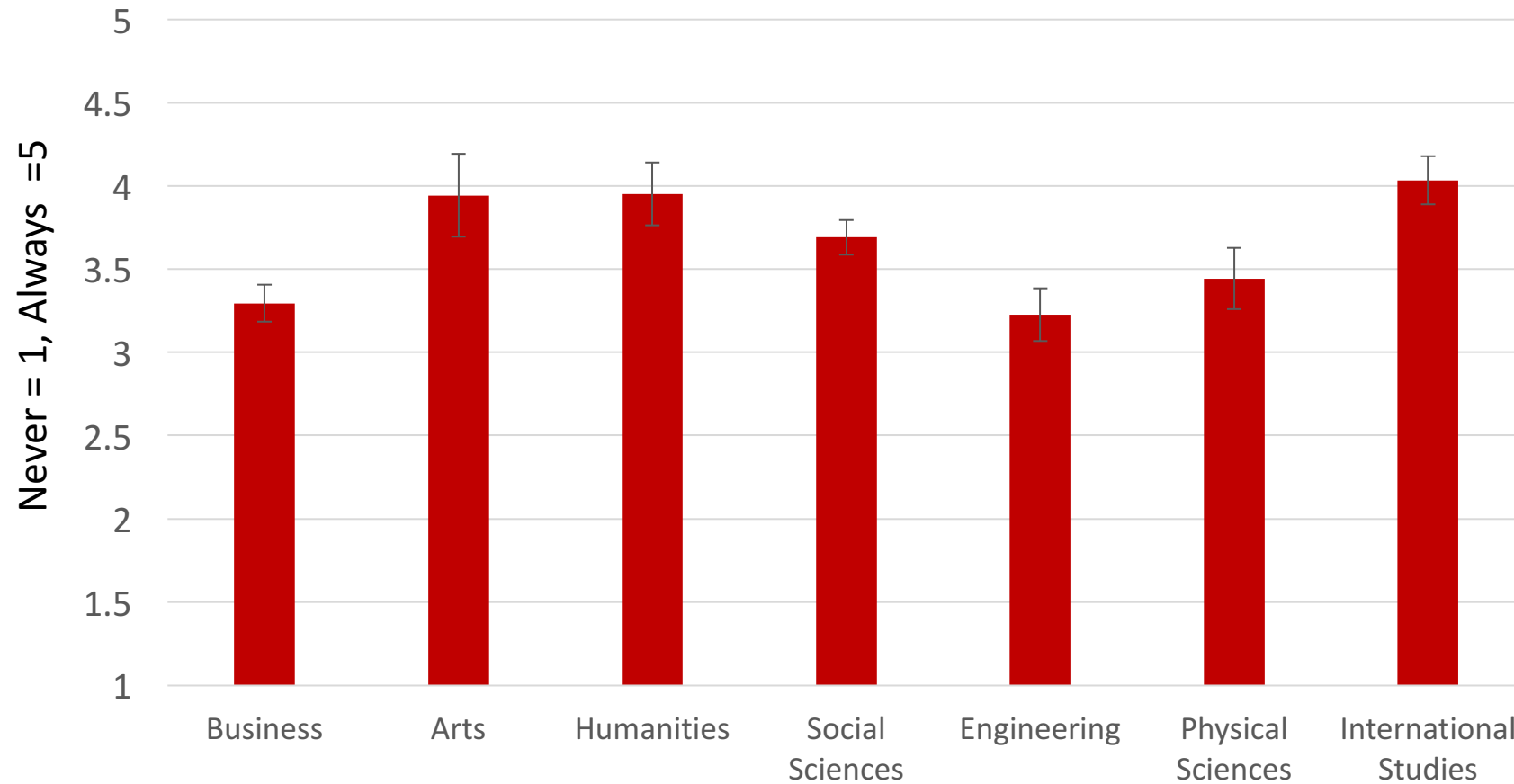


My choice of Common Curriculum (General Education) courses is primarily based on: - The professors teaching the courses





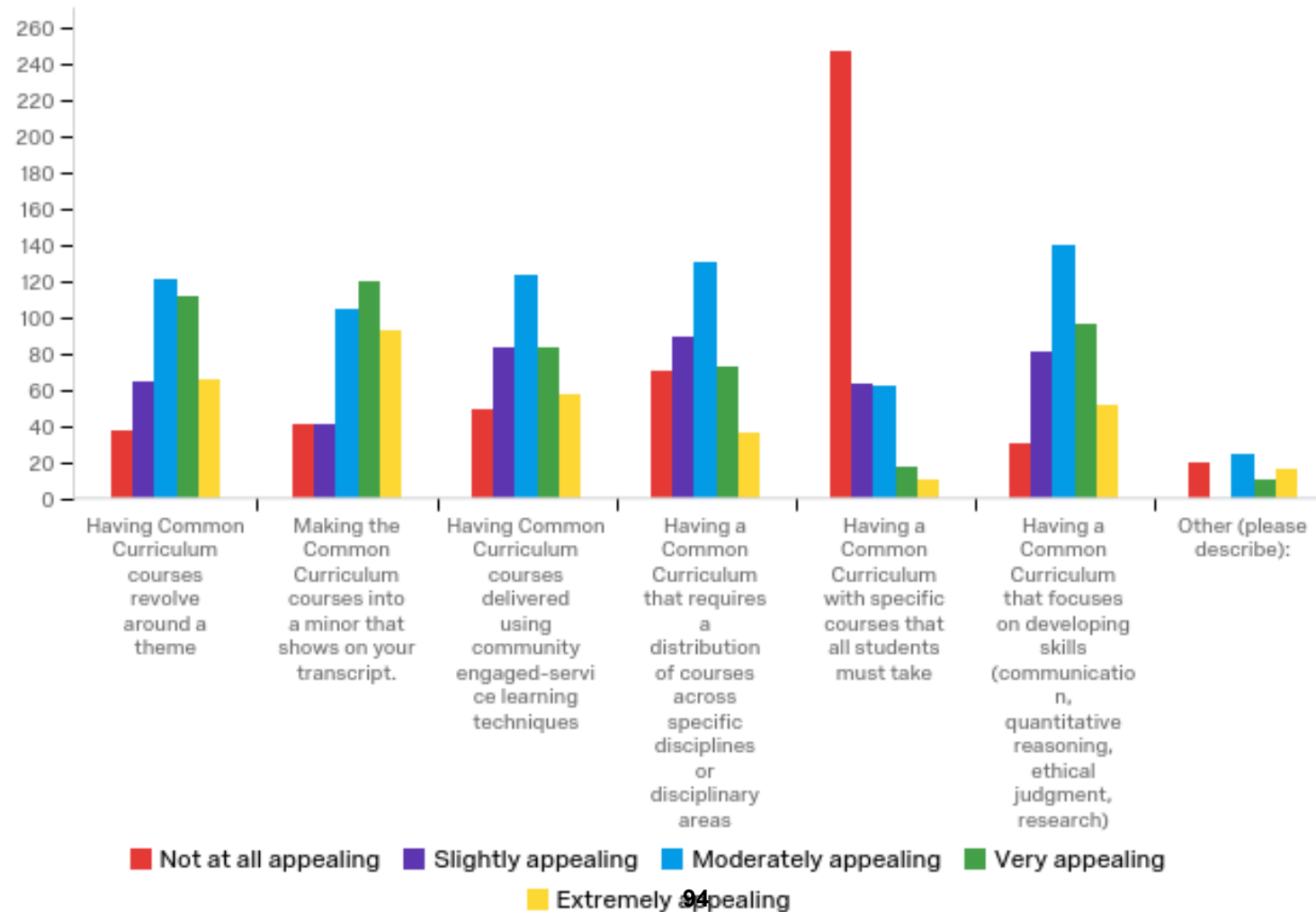
My choice of Common Curriculum (General Education) courses is primarily based on: - My own personal interests



# Other effects that vary by major

- Business and arts majors significantly more likely to select CC courses on recommendations from friends
- Business and humanities majors significantly more likely to select CC courses on recommendations from advisors

Many models for delivering the Common Curriculum (General Education) exist at universities around the world. Please indicate how appealing each of the following models of Common Curriculum delivery would be to you.



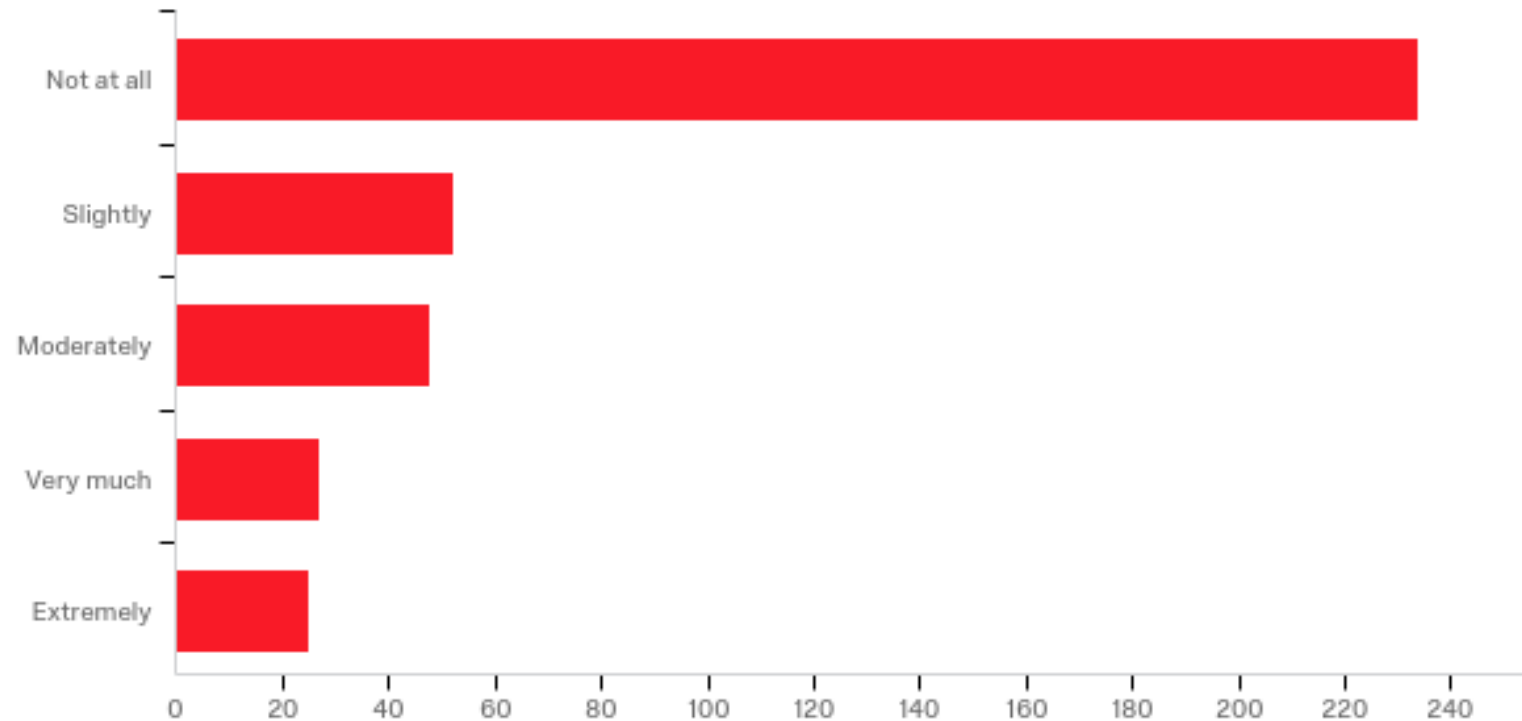
# Effects that vary significantly by year at DU

- No significant differences in endorsement of models by year
- Trend for more endorsement of CC focused on developing skills as class year increases

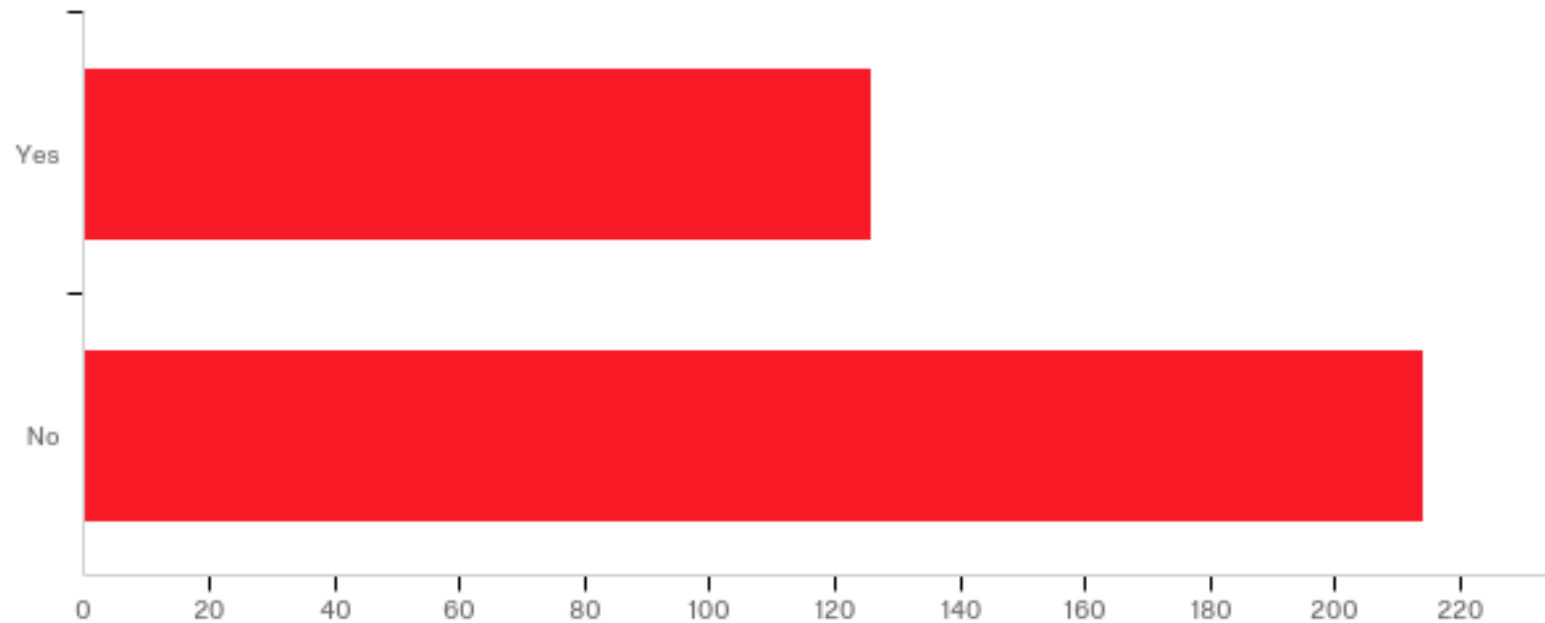
# Effects that vary significantly by major

- Engineering majors endorse a CC that would revolve around a theme, a CC that require courses distributed, and a CC that focuses on developing skills significantly less than others
- Physical science and international studies majors endorse a CC with courses delivered with community engagement more than others

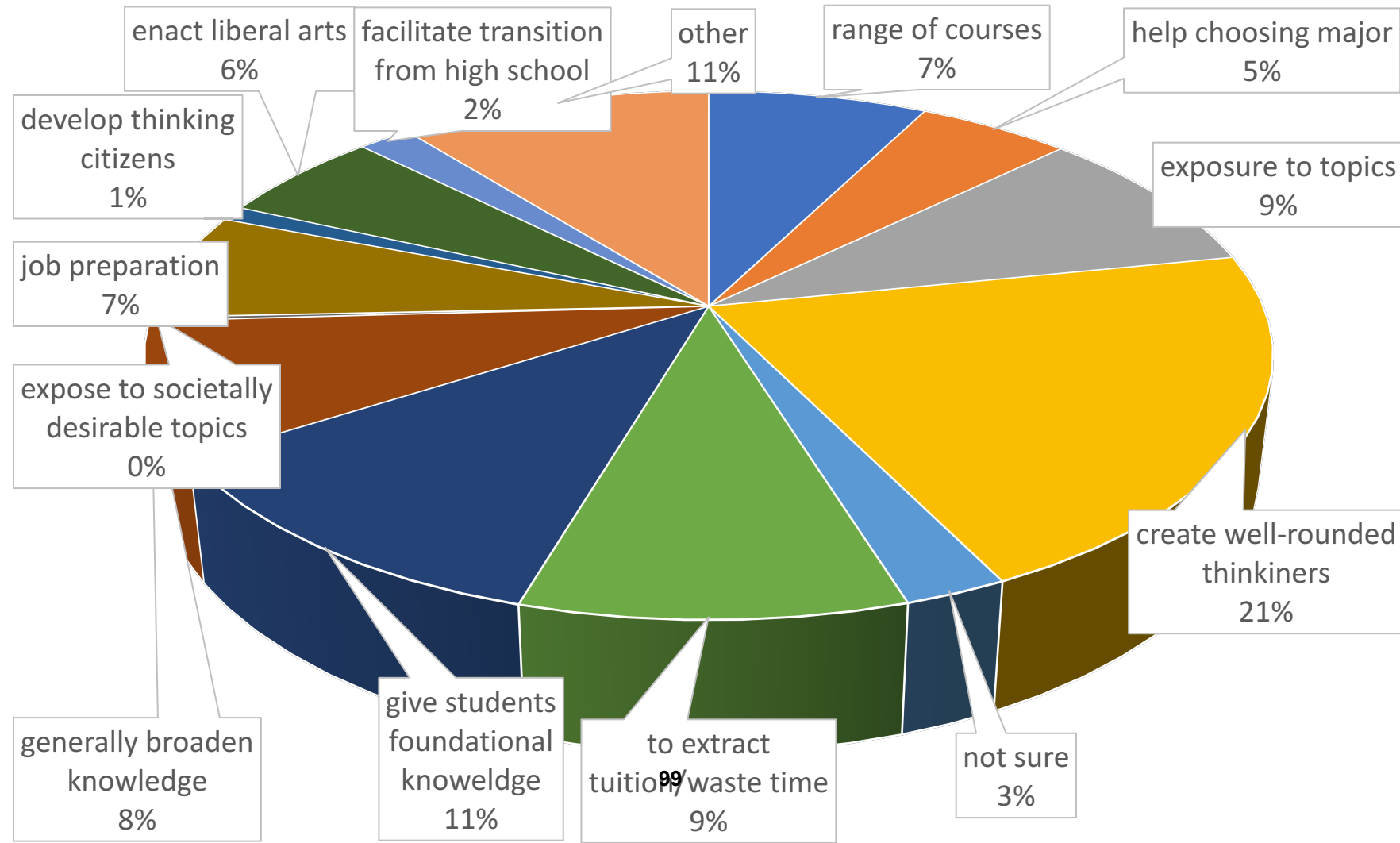
Did the language requirement for the Common Curriculum  
(General Education)  
influence your choice for study abroad?



Did you (or do you intend to) study in a country that speaks the language that you studied (or are studying) for your language requirement for the Common Curriculum (General Education) (e.g., study abroad in France after taking French classes)?

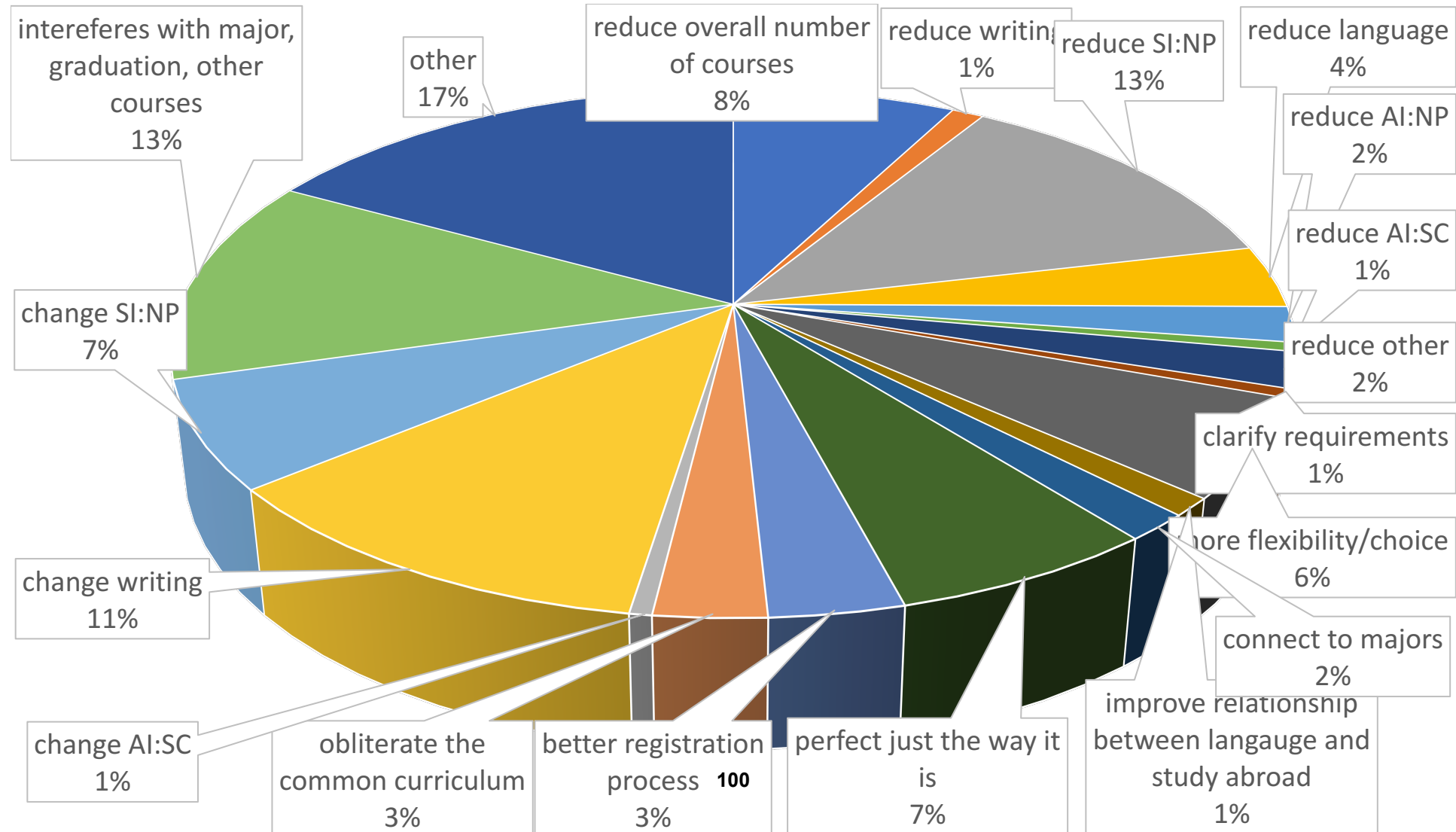


# What do you think the purpose of the Common Curriculum (General Education) is at DU?





Any further comments about or suggestions regarding the Common Curriculum (General Education) at DU?



Following are the questions asked on the student survey. A more detailed summary is available on the GERI Portfolio site:

<http://portfolio.du.edu/GenEdReviewInquiry2017>

- **Indicate how valuable, meaningful, or impactful were the following components of the Common Curriculum (General Education) for you at DU?**
  - FSEM
  - Writing & Rhetoric
  - Language
  - Analytical Inquiry – Natural and Physical World
  - Analytical Inquiry – Society and Culture
  - Scientific Inquiry - Natural and Physical World
  - Scientific Inquiry – Society and Culture
  - ASEM
- **Please drag and drop the MOST valuable, meaningful, or impactful component of the Common Curriculum (General Education) for you at DU. You may select as many components as you wish. (Same choices as above)**

- **What was it about the component(s) of the Common Curriculum (General Education) you selected above that made it the most valuable, meaningful, or impactful?**
  - The professors
  - The topics covered in the courses
  - Because it helped me decide what major(s)/minor(s) I wanted to pursue
  - The skills (written, oral communication, etc.) that I gained from the course
  - The connections I formed with other students during the course
  - Other (please describe)
- **How well has the Common Curriculum (General Education) at DU prepared you to do the following?**
  - Communicate effectively orally
  - Work effectively in teams
  - Write for a variety of rhetorical situations and research traditions
  - Make ethical judgments and decisions
  - Critically examine concepts, texts, and artifacts
  - Apply knowledge and skills to real world settings

- **How well has the Common Curriculum (General Education) at DU prepared you to do the following?**
  - Use and interpret qualitative and quantitative information
  - Apply formal reasoning, mathematics, or computational science approaches to problem solving
  - Make connections between texts, ideas, or cultural artifacts and the human experience
  - Understand that science is an iterative process of knowledge generation
  - Describe basic principles of human functioning in social and cultural contexts
- **How well has the Common Curriculum (General Education) at DU prepared you to do the following?**
  - Write, speak, listen, and read in a foreign language
  - Understand the culture associated with the foreign language
  - Integrate knowledge and contexts from multiple perspectives to a significant topic or issue
  - Write effectively, providing appropriate evidence and reasoning for assertions

- **Please indicate your level of agreement with the following statements about the Common Curriculum (General Education) at DU.**
  - The Common Curriculum helped me choose a major.
  - The Common Curriculum helped me choose a minor.
  - The Common Curriculum requirements prevented me from pursuing additional programs or courses I would have liked to pursue.
  - The Common Curriculum has exposed me to subjects, ideas, or perspectives that I might not have encountered in my major or minor.
  - The Common Curriculum requirements are something I needed to get out of the way so I could move on to taking courses in my major.
  - The Common Curriculum requirements helped me figure out which majors I did NOT want to pursue.
  - The Common Curriculum has been a valuable part of my whole education.
- **My choice of Common Curriculum (General Education) courses is primarily based on:**
  - The scheduled meeting times of the courses
  - The topic areas covered in the courses
  - The professors teaching the courses
  - My own personal interests
  - Recommendations from friends
  - My advisor's recommendation
  - How well they help me achieve the goals of the Common Curriculum
  - Other (please describe)

- **Many models for delivering the Common Curriculum (General Education) exist at universities around the world. Please indicate how appealing each of the following models of Common Curriculum delivery would be to you.**
  - Having Common Curriculum courses revolve around a theme from which you could choose, such as climate change, health policies/access, education, ending poverty, gender equality, clean water, sustainable energy, etc.
  - Making the Common Curriculum courses into a minor that shows on your transcript.
  - Having Common Curriculum courses delivered using community engaged-service learning techniques where students work with community partners to learn from them and provide a service to them
  - Having a Common Curriculum that requires a distribution of courses across specific disciplines or disciplinary areas (such as Arts, Humanities, Social Sciences, Physical Sciences, and so on).
  - Having a Common Curriculum with specific courses that all students must take (rather than a menu of choices from broad categories)
  - Having a Common Curriculum that focuses on developing skills (communication, quantitative reasoning, ethical judgment, research) as a feature or aspect of many possible courses rather than as a required focus of specific courses.
  - Other (please describe)

- Did the language requirement for the Common Curriculum (General Education) influence your choice for study abroad?
- Did you (or do you intend to) study in a country that speaks the language that you studied (or are studying) for your language requirement for the Common Curriculum (General Education) (e.g., study abroad in France after taking French classes)?
- What do you think the purpose of the Common Curriculum (General Education) is at DU?
- Any further comments about or suggestions regarding the Common Curriculum (General Education) at DU?

## Appendix D

# Compilation of Significant Emails to DU Faculty

October 18, 2017

Dear Faculty Colleagues,

The General Education Review and Inquiry (GERI) process launched in spring 2017 as an aspect of DU Impact 2025. Our group is charged with answering the question, “What should general education at DU look like in the next few years?” Our purpose is to identify the best possible outcomes and structure for the DU common curriculum, given *our* campus, *our* faculty, *our* students, *our* resources, *our* mission, and *our* vision.

The GERI Committee was formed after all deans and the faculty senate were asked to nominate potential members. Faculty were also individually invited to nominate themselves or others, and a member from student affairs was chosen. Individuals were selected less to represent a constituency than to analyze general education on behalf of the entire university.

We will soon begin the first round of surveys and discussion groups to garner insights and ideas. Faculty will have multiple, extensive opportunities to share their thoughts and experiences. We’ll invite you to respond to themes as they develop, including contributing to drafts of any proposed revisions. After all, general education requirements must represent the best thinking of the people entrusted with teaching and supporting them. Ultimately, the Undergraduate Council has responsibility for undergraduate programs, including the general education program.

Our process may yield results ranging from a reaffirmation of the existing common curriculum, to small adjustments of particular aspects of the program, to significant renovations, to a complete reconstruction. Should we repaint? Or would it be best to scrape and rebuild?

### **Our Process**

After an orientation meeting in June, the committee has met weekly since the start of fall quarter. Four broad questions shape our deliberations.

1. What can we learn from leading theories, best research, and aspirations in the scholarly literature?
2. What can we learn from examining general education programs at other schools, especially schools who share features with DU—this while recognizing that DU has its unique traditions, identity, resources, and goals?
3. What can we learn about the strengths and weaknesses of our current DU common curriculum? What are the experiences and effects for students? What are the experiences and effects for faculty? These questions demand that we carefully study our philosophy, goals, and outcomes and how they’re being realized.
4. What can we learn from DU’s aspirations and goals? Recent strategic planning efforts have created a vision of how DU should identify and enact itself. Any general education program should be consonant with campus visions.



We've initiated our work by considering goals and outcomes. We'll then analyze how these are expressed in requirements. There are crucial practical considerations, certainly, born of our institutional history and how the DU faculty has been built and organized. We'd be foolish to ignore them. But our first phase is inquiry, suspending nuts and bolts practical barriers until later in the process, when they surely will and must matter. Along the way we'll systematically seek ideas, input, and reactions from students, various constituencies, and most crucially faculty. We expect this iterative process to require the 2017-18 academic year.

## Frequently Asked Questions

### *1. Is there something wrong with the current Common Curriculum?*

We neither presume the Common Curriculum is flawed nor presume it's perfect. It's healthy to understand how the Common Curriculum is working—how it's achieving its outcomes and whether those outcomes are the best for our community. It's wise to explore new possibilities, even ones we might ultimately reject.

### *2. Why should we re-invent the wheel of general education?*

We shouldn't. Legions of theorists and researchers have generated thoughtful perspectives on what constitutes a best education, going back to the days of the medieval university's *trivium* and *quadrivium*. Recent scholars and educators have produced numerous syntheses of that work, taxonomies of possible philosophies and rationales. Organizations like the American Association of Colleges and Universities have devoted considerable time and expertise to identifying features they consider crucial to general education. Rather than devising everything from scratch, we're attending to that literature. We welcome you to do the same, if you'd like. The Committee has created a [Portfolio page with a number of readings and a bibliography](#). Most sections of the page are open to the entire University community.

### *3. Why not just identify the best gen ed program "out there" and emulate it at DU?*

We are, in fact, looking at other general education programs, including at DU's peer institutions. If we identify a structure that looks like a perfect fit, we'll pay it careful attention. However, it's crucial to remember that DU is DU. That is, we're an institution with a particular history and mission, a particular concatenation of programs and faculties, a particular set of resources, a particular geographical and higher educational position, a particular set of students and would-be students, a particular set of visions. Fort Lewis College might have a splendid gen ed program. We're not Fort Lewis. MIT might have a splendid gen ed program. We're not MIT. The challenge is determining the best general education program for who we are and who we aspire to be. Perhaps what we're doing now is very close to those aspirations. We'll determine that through the current process.

### *4. How can I make sure my voice is heard in the process?*

Expect soon to receive a survey that seeks your perspectives and insights on the current goals of the Common Curriculum. This will be but the first of many invitations to provide input. We'll use results to structure small group conversations, offering numerous opportunities for participation and engagement. We'll identify and synthesize broader themes from those conversations and from our own discussions of the literature, and we'll solicit responses, either in subsequent surveys, additional discussion groups, or combinations of both. We'll invite comments on draft proposals before we generate a final proposal. And, of course, you're welcome to share thoughts and ideas with the Committee. Please contact chair Doug Hesse at [dhesse@du.edu](mailto:dhesse@du.edu) or 303-871-7447.

5. *Doesn't everything eventually just come down to practical considerations of staffing, course offerings, seats, and schedules?*

At some level, yes. DU has finite resources, the faculty that we have, and so on. At an appropriate point, we'll ask and answer the important practical questions. But we shouldn't prematurely truncate options and potential based upon perceived limitations.

6. *Why should busy faculty make time for this process?*

Professors are fully engaged in teaching, research, and professional service, both on campus and in disciplines and community sites beyond. We're all busy—and includes members of our committee. DU faculty have devoted considerable energy in recent years shaping academic initiatives and institutional identities, and it may be easy to become weary or cynical. However, nothing is more fundamental to a university than determining what its graduates should learn and how they should come about the knowledge that they carry with them upon graduation. Along with chosen majors and minors, the general education experience is fundamental to undergraduate education. Likewise, the curriculum that we develop and teach is crucial faculty work.

Sincerely,

Chris Coleman, Professor of Emergent Digital Practices

Doug Hesse, Professor of English and Executive Director of Writing (Chair)

Barbekka Hurtt, Teaching Assistant Professor of Biological Sciences

Tonnett Luedtke, Director of Academic Advising

Kateri McRae, Associate Professor of Psychology

Nic Ormes, Associate Professor of Mathematics

Matt Rutherford, Associate Professor of Computer Science

Alison Schofield, Associate Professor of Religious Studies and Judaic Studies

Laura Sponsler, Clinical Assistant Professor, Morgridge College of Education

Billy J. Stratton, Associate Professor of English

John Tiedemann, Teaching Associate Professor of Writing

Cheri Young, Associate Professor of Hospitality

Questions or comments? Please contact Doug Hesse at [dhesse@du.edu](mailto:dhesse@du.edu) or 303-871-7447.

November 3, 2017

The General Education Review and Inquiry Committee values insights from our faculty colleagues about the goals, outcomes, and features of the existing Common Curriculum at DU. We will seek your input several times. As a first step, we ask that you complete the survey at:

[https://udenver.qualtrics.com/jfe/form/SV\\_5ur2LeXeBRRVmp7](https://udenver.qualtrics.com/jfe/form/SV_5ur2LeXeBRRVmp7).

In addition to asking specific questions, the survey includes opportunities for open-ended comments. We think it will take 5 to 10 minutes.

For information about the Committee, please see the portfolio page at <http://portfolio.du.edu/GenEdReviewInquiry2017>. It includes our October 18 letter to the faculty. Doug Hesse ([dhesse@du.edu](mailto:dhesse@du.edu)) or any member of the committee can answer questions.

Thank you!

Chris Coleman, Professor of Emergent Digital Practices  
Doug Hesse, Professor of English and Executive Director of Writing (Chair)  
Barbekka Hurtt, Teaching Assistant Professor of Biological Sciences  
Tonnett Luedtke, Director of Academic Advising  
Kateri McRae, Associate Professor of Psychology  
Nic Ormes, Associate Professor of Mathematics  
Matt Rutherford, Associate Professor of Computer Science  
Alison Schofield, Associate Professor of Religious Studies and Judaic Studies  
Laura Sponsler, Clinical Assistant Professor, Morgridge College of Education  
Billy J. Stratton, Associate Professor of English  
John Tiedemann, Teaching Associate Professor of Writing  
Cheri Young, Associate Professor of Hospitality

November 7, 2017

Two quick things. **First**, thanks to the 100+ faculty who have completed the survey about the Common Curriculum. If you haven't yet, please consider doing so.

[https://udenver.qualtrics.com/jfe/form/SV\\_5ur2LeXeBRRVmp7](https://udenver.qualtrics.com/jfe/form/SV_5ur2LeXeBRRVmp7).

**Second**, here's a reminder of the first event in a series of faculty conversations about general education at DU: Noon, Monday, 11/13 in AAC 290.

---

*First Event in a Faculty Series on  
Undergraduate General Education at DU*

**The Common Curriculum at DU:**

Goals, Outcomes, Perceptions, Strengths, Opportunities

Noon to 1:00 pm

Monday, November 13, 2017

290 Anderson Academic Commons (The Events Room)

The General Education Review and Inquiry Committee invites all DU faculty to a conversation about the general education (Common Curriculum) program at DU. Other opportunities will follow.

Participants will meet at tables, each with a note taker, to discuss broad questions raised in the First Faculty Survey (sent 11/3/17—along with preliminary survey responses—and to share ideas.

We'll provide cookies and drinks. Feel free to bring your own lunch.

For more information about the committee's work and resources, including a copy of the October 18 letter to faculty, please see the portfolio page at <http://portfolio.du.edu/GenEdReviewInquiry2017>

Please contact Lauren Salvador ([lauren.salvador@du.edu](mailto:lauren.salvador@du.edu)) with questions.

The General Education Review and Inquiry Committee (GERI)

Chris Coleman, Emergent Digital Practices; Doug Hesse, English and Writing (Chair);  
Barbekka Hurtt, Biological Sciences; Tonnelt Luedtke, Academic Advising; Kateri McRae,  
Psychology; Nic Ormes, Mathematics; Matt Rutherford, Computer Science; Alison Schofield,  
Religious Studies and Judaic Studies; Laura Sponsler, Morgridge College of Education; Billy J.  
Stratton, English; John Tiedemann, Writing; Cheri Young, Hospitality

January 3, 2018

Dear Colleague,

We're writing to update you on work done by the General Education Review and Inquiry (GERI) Committee. We explained the nature and scope of our work in an [email that was distributed](#) by Kate Willink, Faculty Senate President, on October 20. We'll send further updates at least once per month, but certainly feel to contact Doug Hesse, Chair, ([dhesse@du.edu](mailto:dhesse@du.edu)) or any other member of the committee.

This email has 4 parts, 3 of them with links to supporting documents:

1. Recent Committee Work and Timeline (with further link)
2. Issue Brief: Parameters of Gen Ed (with further link)
3. Findings from the Survey of Faculty (with further link)
4. Forums with Faculty and Students

We also list committee members and invite contacts.

### **Recent Committee Work and Timeline**

The Committee met on campus December 5 for an all-day retreat to analyze responses to date and to map out our efforts for winter and spring 2018 and beyond. We have divided our work into five broad phases, [elaborated in a draft timeline](#). We have spent this fall in an Identification phase characterized by reading, listening, and data gathering, work that will continue in January 2018 and will be capped with a report in February. Our second phase, Focused Analysis, will occur in February and March and feature another round of campus input and analysis, focused around specific topics and propositions. A Modeling phase will propose specific modifications to the Common Curriculum, with a draft of recommendations by mid-June. A Revision and Refinement phase will occur in September and October 2018, culminating in a final proposal submitted for approval by December. We expect action on the proposal in winter 2019, with full Implementation in fall 2020. Please see a more detailed timeline.

### **Parameters of General Education (an issue brief)**

There's an extensive scholarly literature on general education programs, which have an interesting history in higher education. The committee has read and discussed much of that literature, and we've written [a short primer on the Parameters of General Education](#), to share with the campus at large. It summarizes thinking on the possible functions/purposes of general education. Is it an individual student good? A social/civic good? An institutional good? The primer also summarizes three dominant models (and a fourth, emerging one): the Core model, the Distribution model, the Skills/Competencies model, and the Thematic model. In that context, the issue brief characterizes the DU Common Curriculum, including its relationship to the Undergraduate Learning Outcomes.

### **Survey Findings**

As you know, on November 3, 2017, we invited all faculty to complete a survey about aspects of the current Common Curriculum at DU. After the initial invitation and one reminder, 160 of 714 faculty had replied, many of them writing extended comments along with completing multiple choice questions. [A preliminary analysis of findings is available on our portfolio site](#). It includes

tables of results, some interpretations, and some analysis of the open-ended comments that were coded.

### **Forums with Faculty and Students**

GERI hosted a first open listening session on November 13. Approximately 30 faculty discussed three questions: What seems to be working well (or has strong potential) in the current Common Curriculum? Given who we are at DU, what should be distinctive features of a general education program here? What additional perspectives would you like to share? We will host similar forums in weeks two and three of winter quarter 2018. We also conducted focus groups with two ASEM courses, asking them several questions about their knowledge of and experiences in the Common Curriculum, now that most had completed the requirements. Additionally, we'll survey students.

The GERI Portfolio Site, with many documents open to the University Community (including those linked above), is at

<http://portfolio.du.edu/GenEdReviewInquiry2017>.

As always, we invite your ideas and input.

Doug Hesse, Chair, Professor of English and Executive Director of Writing

Chris Coleman, Professor of Emergent Digital Practices

Barbekka Hurtt, Teaching Assistant Professor of Biological Sciences

Tonnett Luedtke, Director of Academic Advising

Kateri McRae, Associate Professor of Psychology

Nic Ormes, Associate Professor of Mathematics

Matt Rutherford, Associate Professor of Computer Science

Alison Schofield, Associate Professor of Religious Studies and Judaic Studies

Laura Sponsler, Clinical Assistant Professor, Morgridge College of Education

Billy J. Stratton, Associate Professor of English

John Tiedemann, Teaching Associate Professor of Writing

Cheri Young, Associate Professor of Hospitality

January 11, 2018

Second and Third Events in a Faculty Series on  
Undergraduate General Education at DU

**The Common Curriculum at DU:**

Goals, Outcomes, Perceptions, Strengths, Opportunities

Noon to 1:00 pm

Tuesday, January 16, 2018

or

Monday, January 22, 2018

290 Anderson Academic Commons (The Events Room)

The General Education Review and Inquiry Committee invites all faculty to additional conversation about the general education (Common Curriculum) program at DU. These listening sessions will be identical to the one held on 11/13.

Participants will meet at tables, each with a note taker, to discuss broad questions and to share ideas. We'll provide cookies and drinks. Feel free to bring your own lunch.

[We emailed a comprehensive update about the committee's work to the entire faculty on January 3, 2018.](#) (Note: this link downloads the document.)

Contact Lauren Salvador ([lauren.salvador@du.edu](mailto:lauren.salvador@du.edu)) with questions. As always, faculty are invited to read documents on the [GERI Portfolio site](#).

The General Education Review and Inquiry Committee (GERI)

Chris Coleman, Emergent Digital Practices; Doug Hesse, English and Writing (Chair); Barbekka Hurtt, Biological Sciences; Tonnott Luedtke, Academic Advising; Kateri McRae, Psychology; Nic Ormes, Mathematics; Matt Rutherford, Computer Science; Alison Schofield, Religious Studies and Judaic Studies; Laura Sponsler, Morgridge College of Education; Billy J. Stratton, English; John Tiedemann, Writing; Cheri Young, Hospitality

January 16, 2018

Just a quick reminder of today's (Tuesday, 1/16) informal faculty discussion of the Common Curriculum/General Education at DU. It will be noon to 12:50 in AAC 284 (the Events Room). Cookies and coffee. A similar event will be Monday, 1/22, at the same time and place.

Doug Hesse for the GERI Committee

(Email sent 1.11.18 follows)



## Appendix E

# General Education at DU Since 2000

--with Brief Notes on Earlier Programs

DU has made two significant revisions of its general education requirements since 2000. Following are brief synopses of the programs that emerged, with some paragraphs of context that were cut and pasted, for the most part, from a document titled “GERC History,” produced by the 2009 General Education Review Committee chaired by Luc Beaudoin.

### **The 2001 “University Requirements”**

In September 2001, following approval in 2000, the University implemented a new system of general education requirements, replacing the "Core" curriculum of earlier years with a set of "University Requirements." (See page 3, below, for the earlier Core requirements.) The 2001 requirements included a "foundational" level and an upper-level requirement of three quarters of three interdisciplinary, thematic "Core" courses. Students were required to take one course in each theme. In theory, students would receive a solid grounding in disciplines at the foundational level, and then bring together their knowledge across disciplines in the upper-level Core courses. The themes were designed to ensure that students had a common experience in their general education courses. A Faculty Core Committee was established to oversee the Core and to approve course proposals. Divisions and departments were responsible for approving courses at the foundational level. This system remained in place, with some modifications until 2009, when a new undergraduate General Education Program was approved, for implementation in 2010.

*From the 2007 Undergraduate Bulletin*

#### **Foundations**

- Arts and Humanities (AHUM) 8 qtr. Hrs.
- Creative Expression (CREX) 4 qtr hrs.
- Language Proficiency 12 qtr hrs
- First-Year Seminar (FSEM) 4 qtr hrs
- Writing Sequence (WRIT) 8 qtr hrs
- Mathematics and Computer Science (MATC) 4 qtr hrs
- Natural Sciences (NATS) 12 qtr hrs
- Social Sciences (SOCS) 8 qtr hrs

#### **Core Curriculum**

The core is a set of three 4-quarter-hour courses that all students take after completing the foundational requirements in their freshman and sophomore years. Students must have junior standing to enroll in core courses.

- Communities and Environments 4 qtr hrs
- Self and Identities 4 qtr hrs
- Change and Continuity 4 qtr hrs

*Students are required to complete one writing-intensive course to meet the core requirement and at least one of the students' core courses must be taken at the University of Denver.*

## The 2010 “Common Curriculum”

By AY 2007-2008, there were calls from a variety of quarters to reconsider the existing University Requirements. As noted above, the staffing problems had never been resolved, and it had become clear that it was not possible to provide the necessary seats while still meeting the needs of majors, minors, and graduate programs. Concerns over the coherence and goals of Core were also expressed in some quarters, and a proposal was presented to the Faculty Senate in 2006-2007 to replace the Core with a "mini-minor" of several courses in a single department. In light of these developments, the Provost convened the General Education Review Committee (GERC) in February 2008. The committee was composed of faculty representatives from all academic units that participated in undergraduate teaching, as well as the chair of the Faculty Core Committee and two non-voting members (one from the Provost's office and one from the Office of Academic Assessment). Its charge was to examine the University of Denver's existing undergraduate requirements and to propose either modifications to those requirements or entirely new requirements, as appropriate. The committee sent the proposal out for review by the University community in February 2009, and over the next three months met with divisions, departments, and the Faculty Senate to discuss the proposal and solicit feedback. A final, modified version of the proposal was approved for implementation in September 2010. **Members of the 2009 committee were:** Beaudoin, Luc - Languages and Literatures (Chair), Andrews, Anneliese - Computer Science, Benson, Janette - Office of Academic Assessment (Ex-Officio), Buxton, Rod - Mass Communications and Journalism Studies, Connolly, Dan - Hotel, Restaurant, and Tourism Management, DeLyser, Ron - Engineering (Core Curriculum Committee Chair), Donnelly, Jack - International Studies, Espenlaub, Margo - Women's College, Johnson, Sandy - International Studies, Karas, Jennifer - Office of the Provost, Keables, Mike - Natural Sciences and Mathematics, McIntosh, Danny - Psychology, Silver, Bill - Daniels College of Business, Tague, Ingrid - History, Tate, Linda - University Writing Program (Faculty Senate Representative)

### Current Common Curriculum Requirements

- First Year Seminar 1 course (4 credits)
- Writing and Rhetoric 2 courses (8 credits)
- Language 1–3 courses (4–12 credits)
- Analytical Inquiry: The Natural and Physical World 1 course (4 credits)
- Analytical Inquiry: Society and Culture 2 course minimum (8 credits)
- Scientific Inquiry: The Natural and Physical World 3 sequential courses (12 credits)
- Scientific Inquiry: Society and Culture 2 course minimum (8 credits)
- Advanced Seminar

#### *Broader Context for the 2009 Review*

Alongside the restructuring of undergraduate education made possible with Marsico funding (2002-05), the University developed a new Vision, Values, Mission, and Goals (VVMG) document. The 2009 general education requirements were directly linked to the approved Undergraduate Learning Outcomes. These commitments to an integrated and coherent educational experience were designed to carry over to other aspects of undergraduate education, such as the Living and Learning Communities, the Center for Community Engagement and Service Learning, the Undergraduate Research Center, and specific programs such as those that take place during first-year orientation week (Discoveries).

## Three Selected Earlier General Education Programs: 1997, 1971, 1946

### *From the 1997 Undergraduate Bulletin* “University Core Curriculum”

#### Common-Experience Core

First-year English, 12 qtr hrs

Mathematics/Computer Science/8 qtr hrs

Oral Communication, 4 qtr hrs

U of Denver Campus Connection, 1 qtr hr

Language, 0-12 qtr hrs

#### Integrated-Experience Core

SOCS 1000 Social Sciences sequence, 8 qtr hrs

NATS 1000 Natural Sciences sequence, 8 or 12 qtr hrs

AHUM 1000 Arts and Humanities sequence, 8 qtr hrs

#### Integrated Experience Core 2000

Social Sciences, Natural Sciences, Arts and Humanities, 8 or 12 qtr hrs

“Normally, students will take three Core 2000 courses: one combining NATS and SOCS, one combining SOCS and AHUM, and one combining NATS and AHUM.”

### *From the 1971 Undergraduate Bulletin* “General Minimum Requirements”

General English (9 Qtr Hrs)

Physical Education (three activity courses) 3

Humanities Courses (15)

- The Nature of Art or Arts and Ideas

- The Literary Experience (required)

- Introduction to Religions

- Any 100-level course in philosophy

Science Courses (12-15)

Any three or more approved elementary courses from the fields of astronomy, biology, chemistry, mathematics, physical anthropology, physical geography, geology or physics

Social Science Courses (15)

Three 5-quarter-hour courses chosen from the following:

- Cultural anthropology

- Man and His Geographic Environment

- Historical Introduction to the Modern World

- Introduction to International Relations

- Introduction to Psychology

- Introduction to Sociology

- Principles of Economics

### *From the 1946-47 DU Bulletin* “Lower Division Requirements”

Basic Communication (15 quarter hours)

Physical Education (3 quarter hours)

15 quarter hours in three of the following fields:

- Biological Sciences

- Humanities

- Languages and Literature

- Physical Sciences and Mathematics

- Social Sciences

## Appendix F

### Timeline for General Education Review Committee Work

December 2017

Note: This timeline is subject (and likely) to change based on needs, opportunities, and complexities. We will produce an email update to the campus at least every month, and more likely every 2 or 3 weeks.

#### 1. Identification Phase

Characterized by reading, listening, data gathering, idea exploration, with the goal of identifying understandings, strengths, issues, and opportunities.

December 18

Send an update email to all faculty.

Weeks of January 1 and January 8, 2018

Distribute student survey in ASEM courses, courses taught by GERI committee members, and among students of FSEM advisors

Hold two more ASEM focus groups

Weeks of January 8 and January 15, 2018

Hold two more open faculty forums, similar to the November 13 forum

Offer to have discussions with other entities: Senate, Divisions, Departments.

Early February, 2018

Report of findings from the Identification stage. "This is what we know about the current Common Curriculum, in terms of its philosophy, how it is perceived by students and faculty, its logistics, its relation to best current ideas in general education, and its relation to current campus planning."

#### 2. Focused Analysis Phase

Characterized by another round of campus input, focused around issue briefs produced about aspects of DU general education and framing propositions for discussion. (For example, "The guiding philosophy of DU's common curriculum should be X. The main learning outcomes should be A, B, C.")

February through March

Numerous forums, focus groups, and small group opportunities to gather insights and responses about the issue briefs and propositions.

Possible second faculty survey

### **3. Modeling Phase**

Characterized by developing specific revisions of the Common Curriculum, with continued sharing of information and opportunities for input, including discussions of resource and other “practical” considerations.

June 15

First draft of Committee Recommendations: Proposed Revised General Education at DU.

### **4. Revision and Refinement Phase**

Characterized by gathering responses to the proposed plan and revising accordingly

September 1 to October 15

Hearings, meetings, and written input on the draft

November 20

Final report distributed to campus and to the Undergraduate Council

### **5. Adoption and Implementation Phase**

Winter quarter 2019

Approval or rejection by the Undergraduate Council

If approved, implementation planning begins.

Fall quarter 2020

New general education begins

### **CAVEAT**

It could be the case that few or no significant structural changes will be recommended. In other words, the recommendations will focus on reconceptualizing, renaming, and rebranding the existing framework—accompanied by faculty development, better goals and requirements for courses, coherent assessment and so on. If that is the case, the implementation phase will be quite different (and “lighter”) than it will if we adopt significantly different requirements.

## University of Denver Student Survey about the Common Curriculum

In February 2018, GERI surveyed several hundred undergraduates about their experiences, understandings, and opinions of the Common Curriculum. This survey complemented focus groups that we conducted with five ASEM courses. GERI reported findings as part of our [March 2, 2018 Interim Report](#). For the sake of clarity and convenience, I'm reproducing select findings. Please contact me for access to the raw data.

Doug Hesse, 3/25/19 [dhesse@du.edu](mailto:dhesse@du.edu) | 1-7447

1. (Q3) How well has the Common Curriculum (General Education) at DU prepared you to do the following? (432 responses)						
	Not well at all	Slightly well	Moderately well	Very well	Extremely well	I have no basis yet for judging
Communicate effectively orally	6.94%	21.76%	40.05%	21.06%	5.56%	4.63%
Work effectively in teams	10.23%	20.93%	40.23%	20.23%	4.88%	3.49%
Write for a variety of rhetorical situations & research traditions	4.40%	15.97%	33.10%	28.94%	11.81%	5.79%
Make ethical judgements & decisions	8.80%	19.68%	31.71%	24.54%	9.49%	5.79%
Critically examine concepts, texts, and artifacts	2.78%	17.17%	33.41%	29.70%	11.83%	5.10%
Apply knowledge & skills to real world settings	6.03%	17.63%	31.55%	28.77%	10.44%	5.57%

2. (Q26) How well did the Common Curriculum (General Education) at DU prepare you to do the following? (430 responses)						
	Not well at all	Slightly well	Moderately well	Very well	Extremely well	I have no basis yet for judging
Use and interpret qualitative and quantitative information	5.35%	25.12%	36.05%	22.33%	5.81%	5.35%
Apply formal reasoning, mathematics, or computational science approaches to problem solving	11.86%	26.05%	30.70%	16.98%	6.74%	7.67%
Make connections between texts, ideas, or cultural artifacts and the human experience	3.26%	16.05%	39.30%	27.91%	9.07%	4.42%
Understand that science is an iterative process of knowledge generation	6.06%	20.05%	32.87%	24.94%	8.86%	7.23%
Describe basic principles of human functioning in social and cultural contexts	5.59%	16.55%	36.60%	26.11%	8.86%	6.29%

<b>3. (Q27) How well has the Common Curriculum (General Education) at DU prepared you to do the following? (431 responses)</b>						
	<b>Not well at all</b>	<b>Slightly well</b>	<b>Moderately well</b>	<b>Very well</b>	<b>Extremely well</b>	<b>I have no basis yet for judging</b>
Write, speak, listen, and read in a foreign language	11.60%	20.19%	30.63%	16.01%	8.35%	13.23%
Understand the culture associated with the foreign language	9.98%	18.79%	29.00%	19.49%	9.51%	13.23%
Integrate knowledge and contexts from multiple perspectives to a significant topic or issue	5.80%	15.55%	37.35%	24.83%	9.28%	7.19%
Write effectively, providing appropriate evidence and reasoning for assertions	3.96%	16.08%	34.50%	27.74%	11.19%	6.53%

<b>4. (Q6) Please indicate your level of agreement with the following statements about the Common Curriculum (General Education) at DU (418 responses)</b>					
	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Neither agree nor disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
The Common Curriculum helped me choose a major.	43.54%	16.99%	21.05%	14.59%	3.83%
The Common Curriculum helped me choose a minor.	35.17%	12.44%	20.33%	22.01%	10.05%
The Common Curriculum requirements prevented me from pursuing additional programs or courses I would have liked to pursue.	8.61%	10.53%	22.97%	30.38%	27.51%
The Common Curriculum has exposed me to subjects, ideas, or perspectives that I might not have encountered in my major or minor	5.74%	7.18%	17.70%	45.69%	23.68%
The Common Curriculum requirements are something I needed to get out of the way so I could move on to taking courses in my major.	3.12%	7.67%	16.07%	30.70%	42.45%
The Common Curriculum requirements helped me figure out which majors I did NOT want to pursue.	11.96%	12.20%	29.43%	29.43%	16.99%
The Common Curriculum has been a valuable part of my whole education	15.11%	19.42%	30.22%	26.62%	8.63%

5. (Q8) Many models for delivering the Common Curriculum (General Education) exist at universities around the world. Please indicate how appealing each of the following models of Common Curriculum delivery would be to you. (400 responses)					
	Not at all appealing	Slightly appealing	Moderately appealing	Very appealing	Extremely appealing
Having Common Curriculum courses revolve around a theme from which you could choose, such as climate change, health policies/access, education, ending poverty, gender equality, clean water, sustainable energy, etc.	9.25%	16.25%	30.25%	28.00%	16.25%
Making the Common Curriculum courses into a minor that shows on your transcript	10.28%	10.28%	26.32%	30.08%	23.06%
Having Common Curriculum courses delivered using community engaged-service learning techniques where students work with community partners to learn from them and provide a service to them	12.34%	20.91%	31.23%	20.91%	14.61%
Having a Common Curriculum that requires a distribution of courses across specific disciplines or disciplinary areas (such as Arts, Humanities, Social Sciences, Physical Sciences, and so on).	17.54%	22.56%	32.83%	18.05%	9.02%
Having a Common Curriculum with specific courses that all students must take (rather than a menu of choices from broad categories)	61.50%	16.00%	15.50%	4.50%	2.50%
Having a Common Curriculum that focuses on developing skills (communication, quantitative reasoning, ethical judgment, research) as a feature or aspect of many possible courses rather than as a required focus of specific courses.	7.54%	20.35%	35.18%	23.87%	13.07%



6. (Q11) What do you think the purpose of the Common Curriculum (General Education) is at DU? (Open-ended responses; 191 students wrote responses, which were coded into the following categories. Several students mentioned more than one. Percentages refer to the number of students who included this idea.)		
1. Provide range outside major	33	17%
2. Help undecided majors/Help choosing major/Identify passion	23	12%
3. Wide variety of topics and ideas	40	21%
4. Well-rounded individuals, thinkers	92	48%
5. Not sure/no idea	11	6%
6. Waste of time/counterproductive/extract tuition	41	21%
7. Cover the basics/give foundation	50	26%
8. Broad understanding	36	19%
9. Make money/job preparation/skills	29	15%
10. Develop thinking citizens	4	2%
11. Liberal arts	25	13%
12. Transition from HS to college/Integrate into DU	8	4%
13. Other	48	25%

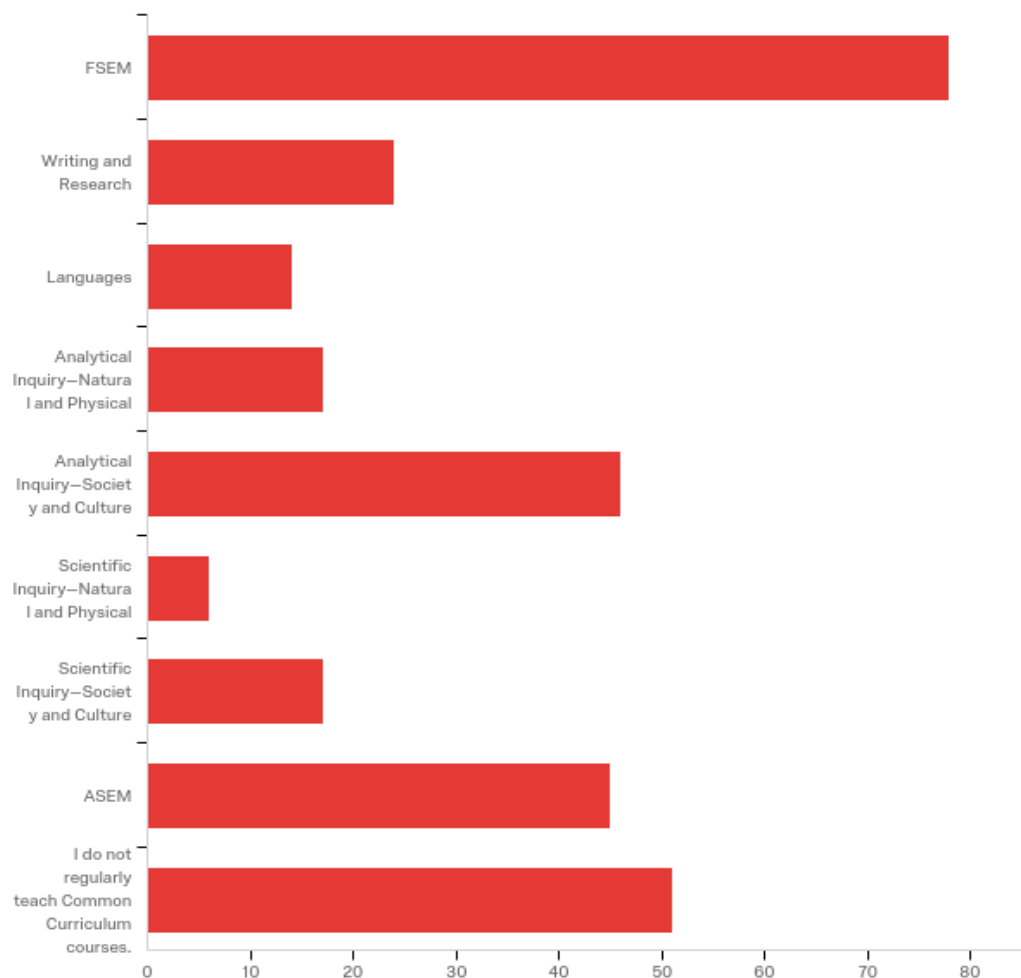
7. (Q12) Any further comments about or suggestions regarding the Common Curriculum (General Education) at DU? (Open-ended responses; 151 students wrote responses, which were

coded into the following categories. Several students mentioned more than one. Percentages refer to the number of students who included this idea.)		
1. Reduce generally # of courses	14	9%
2a. Reduce specific requirement: Writing	2	1%
2b. Reduce specific requirement: Science	23	15%
2c. Reduce specific requirement: Language	7	5%
2d. Reduce specific requirement: Math	4	3%
2e. Reduce specific requirement: AI Society	1	1%
2f. Reduce specific requirement: Other	4	3%
3. Clarify requirements	1	1%
4. More flexibility (choice, interests)	11	7%
5. Relationship between language and study abroad	2	1%
6. Connect to majors	3	2%
7. No changes/I like it	12	8%
8. Better registration	6	4%
9. Do away with it altogether	5	3%
10. Alter specific requirements (change rather than reduce)	1	1%
11. I don't like it/It's useless	21	14%
12. Add a different requirement	12	8%
13. No, n/a, nonsense	38	-
14. Interfered with major, timeline, other courses	23	15%
15. Other	31	21%

## DU Faculty Survey about Common Curriculum

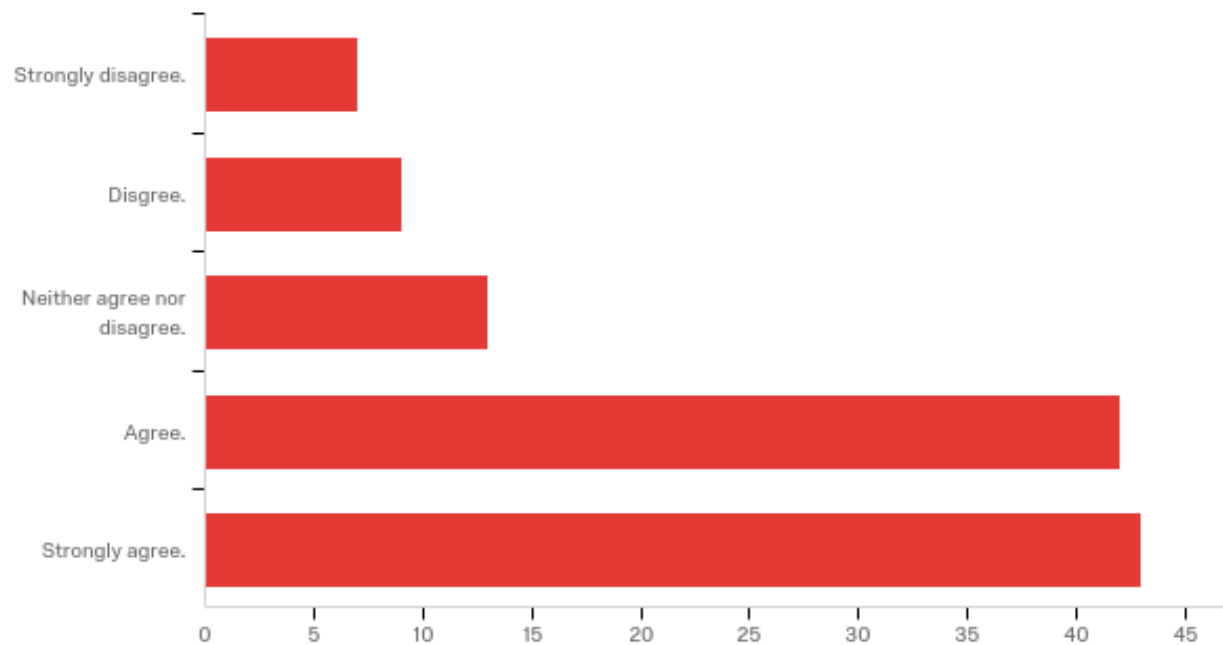
In fall 2017, the GERI committee invited all DU faculty to complete a survey about their experiences and beliefs about the Common Curriculum. (We also conducted a number of forums and listening sessions.) We reported findings in the [March 2, 2018 Interim Report](#). For the sake of clarity and convenience, I've reproduced some results here. –Doug Hesse, 3/25/19, [dhesse@du.edu](mailto:dhesse@du.edu) | 1-7447

### Q2 - In which area(s) of the Common Curriculum do you teach? Check all that apply.



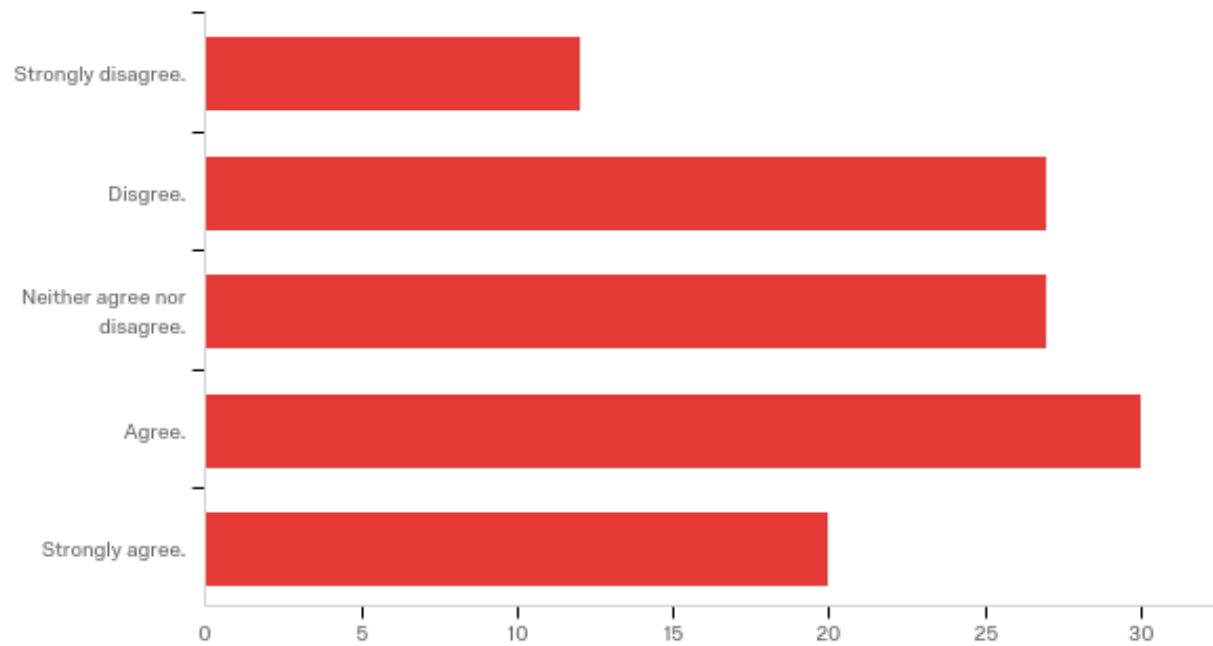
Answer	%	Count
FSEM	26.17%	78
Writing and Research	8.05%	24
Languages	4.70%	14
Analytical Inquiry—Natural and Physical	5.70%	17
Analytical Inquiry—Society and Culture	15.44%	46
Scientific Inquiry—Natural and Physical	2.01%	6
Scientific Inquiry—Society and Culture	5.70%	17
ASEM	15.10%	45
I do not regularly teach Common Curriculum courses.	17.11%	51
Total	100%	298

**Q3 - When I design and teach Common Curriculum (CC) courses, I keep in mind the student learning outcomes for my CC area.**



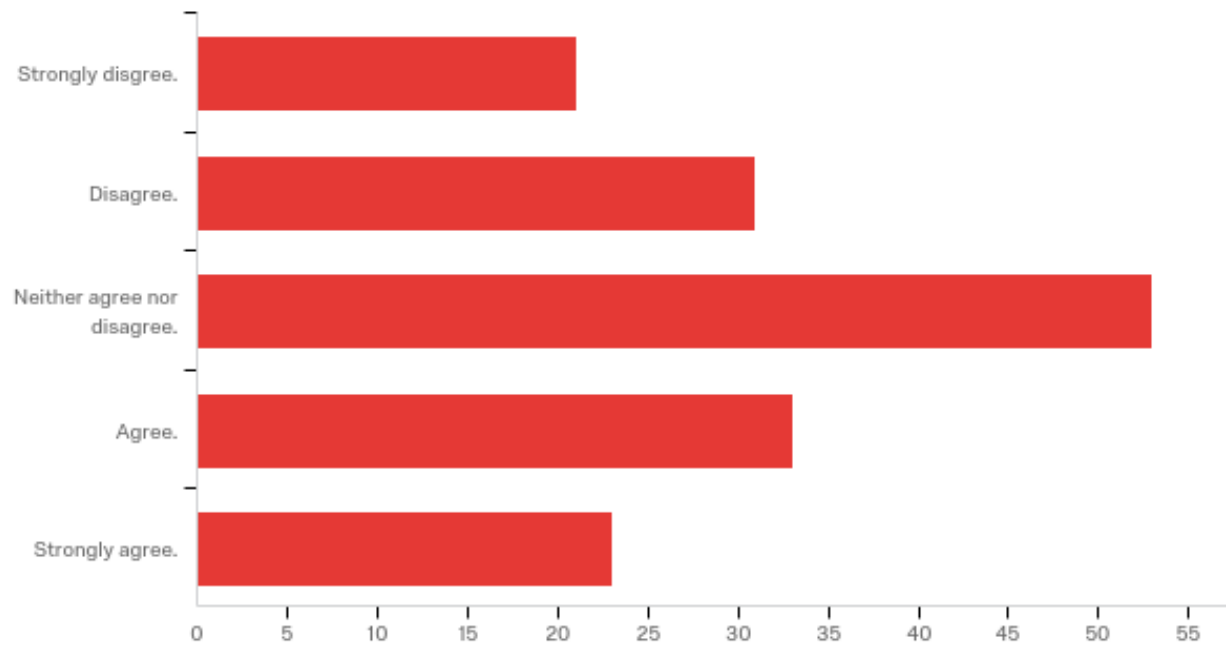
#	Answer	%	Count
1	Strongly disagree.	6.14%	7
2	Disagree.	7.89%	9
3	Neither agree nor disagree.	11.40%	13
4	Agree.	36.84%	42
5	Strongly agree.	37.72%	43
	Total	100%	114

**Q4 - When I design and teach Common Curriculum courses, I make connections/relationships between my courses and others in the Common Curriculum.**



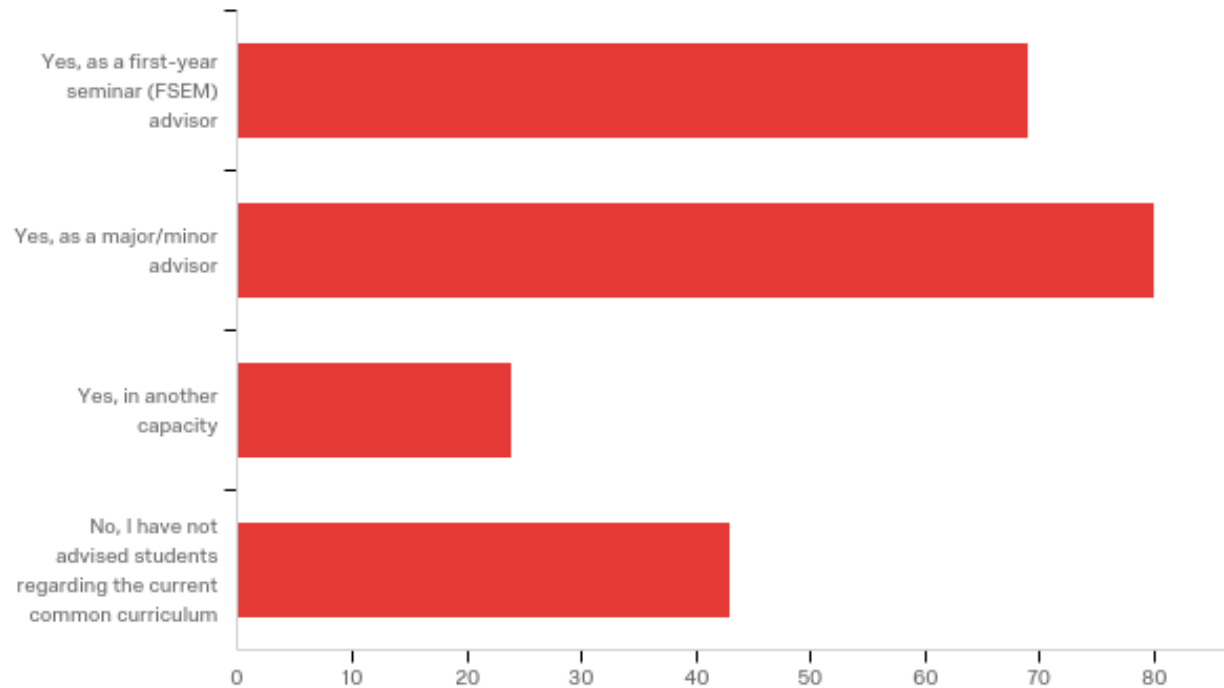
#	Answer	%	Count
1	Strongly disagree.	10.34%	12
2	Disagree.	23.28%	27
3	Neither agree nor disagree.	23.28%	27
4	Agree.	25.86%	30
5	Strongly agree.	17.24%	20
	Total	100%	116

**Q6 - It is my perception that colleagues in my department or program make deliberate connections between the Common Curriculum and courses/requirements in the major.**



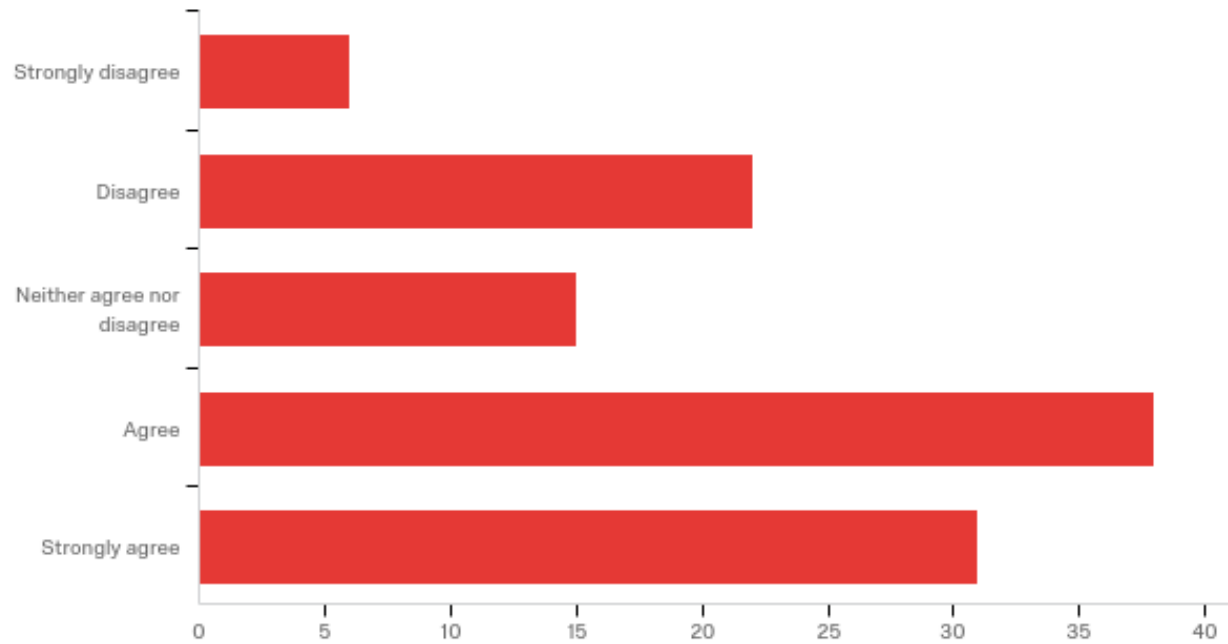
#	Answer	%	Count
1	Strongly disagree.	13.04%	21
2	Disagree.	19.25%	31
3	Neither agree nor disagree.	32.92%	53
4	Agree.	20.50%	33
5	Strongly agree.	14.29%	23
	Total	100%	161

**Q20 - Do you advise students regarding the current Common Curriculum (or have you recently advised)? Check all that apply.**



#	Answer	%	Count
1	Yes, as a first-year seminar (FSEM) advisor	31.94%	69
2	Yes, as a major/minor advisor	37.04%	80
3	Yes, in another capacity	11.11%	24
4	No, I have not advised students regarding the current common curriculum	19.91%	43
	Total	100%	216

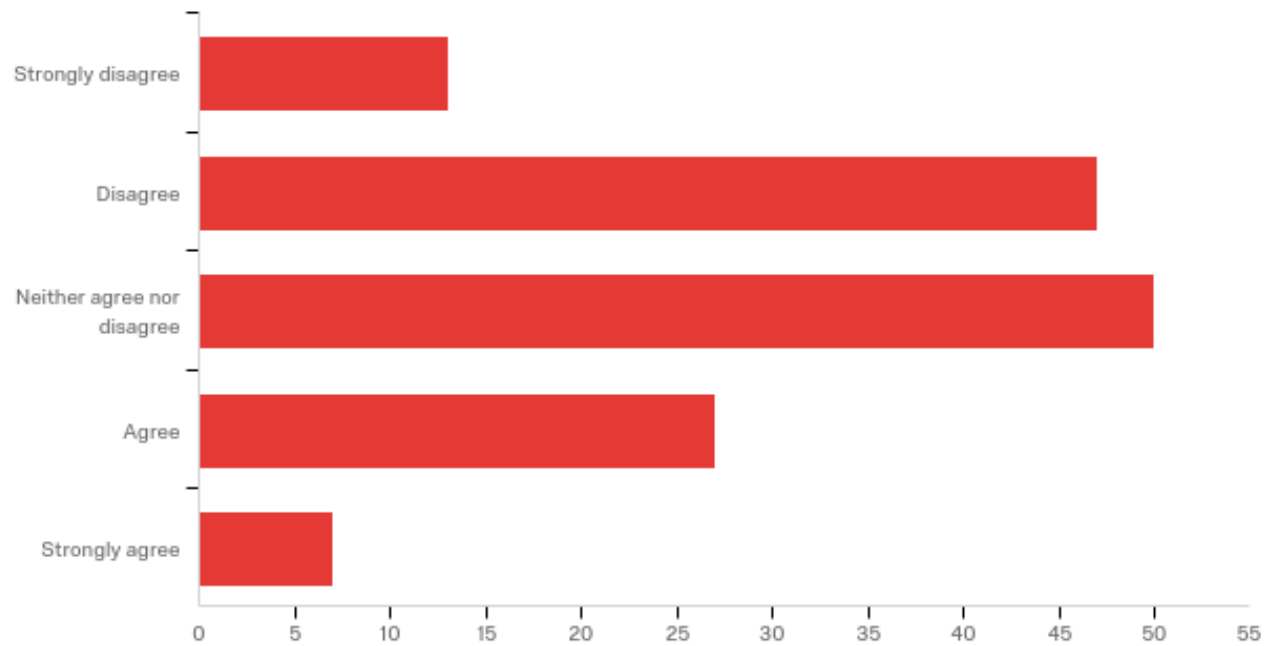
**Q7 - As an advisor to undergraduates, I devote time and attention to making sure students understand the theory and outcomes of the Common Curriculum.**



#	Answer	%	Count
1	Strongly disagree	5.36%	6
2	Disagree	19.64%	22
3	Neither agree nor disagree	13.39%	15
4	Agree	33.93%	38
5	Strongly agree	27.68%	31
	Total	100%	112

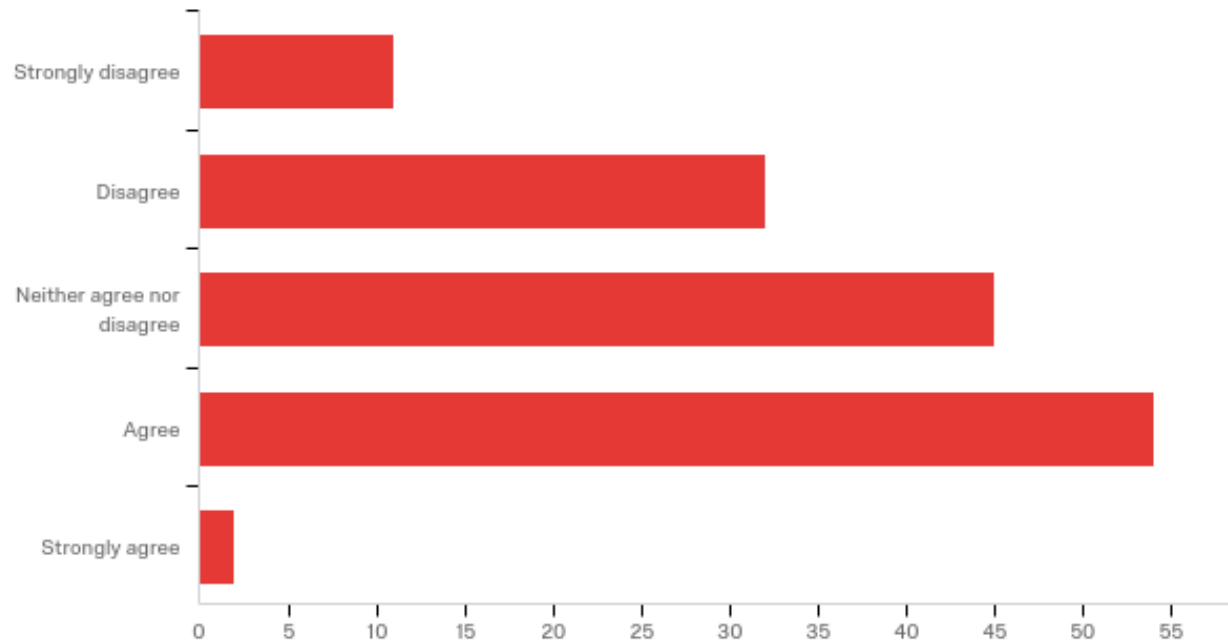


**Q9 - I perceive that most undergraduate students understand and value the theory and outcomes of the current Common Curriculum, taken as a whole.**



#	Answer	%	Count
1	Strongly disagree	9.03%	13
2	Disagree	32.64%	47
3	Neither agree nor disagree	34.72%	50
4	Agree	18.75%	27
5	Strongly agree	4.86%	7
	Total	100%	144

**Q10 - I perceive that most DU faculty understand and value the theory and outcomes of the current Common Curriculum, taken as a whole.**



#	Answer	%	Count
1	Strongly disagree	7.64%	11
2	Disagree	22.22%	32
3	Neither agree nor disagree	31.25%	45
4	Agree	37.50%	54
5	Strongly agree	1.39%	2
	Total	100%	144

**Q11 - Along with Majors/Minors, electives, and co-curricular activities, the Common Curriculum helps achieve DU's Undergraduate Student Learning Outcomes. Please rate your agreement that the Common Curriculum should have a central role advancing the following outcomes:**

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	Quantitative Reasoning: Students describe quantitative relations and apply appropriate quantitative strategies to examine significant questions and form conclusions.	4.11%	6	2.05%	3	11.64%	17	26.03%	38	56.16%	82	146
2	Communication: Students develop considered judgments and craft compelling expressions of their thoughts in written, spoken, visual, technologically-mediated, and other forms of interaction.	4.14%	6	2.76%	4	3.45%	5	12.41%	18	77.24%	112	145
3	Intellectual Engagement and Reflection: Students demonstrate a commitment to self-sustained learning and cultivate habits, including self-discipline, self-reflection, and creativity which make such learning possible.	2.74%	4	5.48%	8	4.11%	6	17.81%	26	69.86%	102	146
4	Engagement with Human Diversity: Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.	4.11%	6	6.16%	9	6.16%	9	23.29%	34	60.27%	88	146
5	Community Engagement: Students consider their relationships with their own and others' physical and social communities as they engage collaboratively with those communities.	2.05%	3	12.33%	18	18.49%	27	31.51%	46	35.62%	52	146
6	Disciplinary Knowledge and Practice: Students demonstrate breadth and depth of knowledge within at least one discipline including the fundamental principles and ways of knowing or practicing in the discipline(s).	8.22%	12	9.59%	14	19.18%	28	28.77%	42	34.25%	50	146

**Q13 - The vision expressed in DU Impact 2025 is organized around a series of promises to students, to be met by the Common Curriculum, the Major/Minor, and the co-curriculum. Please rate your agreement that the Common Curriculum (rather than other activities) should advance the following promises:**

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	The Promise of Faculty-Student Connections and Robust Intellectual Engagement: You will be inspired, supported and challenged as faculty offer guidance into our vigorous adventure of learning, working and living in and out of the classroom.	4.17%	6	6.25%	9	13.19%	19	25.00%	36	51.39%	74	144
2	The Promise of a Holistic Approach to your Education, including Personal Navigation Skills for Life and Work: Faculty and staff educators will support and challenge you in a holistic fashion to help you develop yourself intellectually, creatively, physically and emotionally as you acquire skills in and out of class to navigate DU and complex situations. Our aim is to prepare you to design your future in the world continuously.	4.17%	6	10.42%	15	20.14%	29	29.86%	43	35.42%	51	144
3	The Promise of Creative Collaboration and Ethical Engagement: You will learn to think, work and thrive creatively and collaboratively on campus and in your future careers. You will learn to contribute to the public good and act ethically as you engage in communities near and far.	4.90%	7	6.99%	10	14.69%	21	32.17%	46	41.26%	59	143
4	The Promise of Deep Meaningful Engagement with Diversity: You will have the opportunity to engage in meaningful experiences that cultivate an understanding and appreciation for the range of diverse individuals and perspectives that exists on our campus, in our nation's communities and around the world.	5.56%	8	5.56%	8	11.81%	17	29.17%	42	47.92%	69	144
5	The Promise of Belonging to a Lifelong Community for Personal and Career Development: You will engage DU alumni as mentors, fellow Pioneers and in intergenerational, international networks of continuing education, services, support, fun and contacts.	7.64%	11	12.50%	18	27.78%	40	28.47%	41	23.61%	34	144

Taxonomy for Question 15: In your view, what are the strengths of the current Common Curriculum at DU?		
	# Responses	% of Responses
<b>Structure and Tradition</b>	<b>60</b>	<b>37.50%</b>
1. Breadth	14	9%
2. Student Exploration/Exposure	13	8%
3. Diverse/Multiple disciplines	11	7%
4. Liberal Arts Tradition	6	4%
5. Flexibility/Choice	9	6%
6. General Structure	2	1%
7. Integration	1	1%
8. Balance/Well-roundedness	4	3%
<b>Specific Courses/Requirements</b>	<b>68</b>	<b>42.50%</b>
9. FSEM	15	9%
10. ASEM	11	7%
11. FSEM-ASEM Combo	9	6%
12. Writing	13	8%
13. SI/Al Society	0	0%
14. Science	4	3%
15. Language	9	6%
16. Math/Quantitative Reasoning	2	1%
17. Communication	2	1%

18. Major courses can count	2	1%
19. Course contents	1	1%
<b>Philosophy/Goals</b>	<b>15</b>	<b>9.40%</b>
20. Epistemology/Modes of Inquiry	4	3%
21. Categories/Rationale	4	3%
22. Goals/Vision	3	2%
23. Critical Inquiry/sources and evidence	4	3%
<b>Student Benefits</b>	<b>9</b>	<b>5.60%</b>
24. Student-Faculty Interactions	4	3%
25. Student connections across disciplines	3	2%
26. Clarity to students	2	1%
<b>Faculty Benefits</b>	<b>5</b>	<b>3.10%</b>
27. Faculty Owned	1	1%
28. Uses and values diverse interests/passions	3	2%
29. Devoted/quality faculty	1	1%
<b>Institutional Benefits</b>	<b>3</b>	<b>1.90%</b>
30. Uses whole university/allocates resources	2	1%

31. Deliverable with resources	1	1%
--------------------------------	---	----

Taxonomy for Question 16: In your view, what aspects of the current Common Curriculum at DU could be improved? (91 responses)		
	# Responses	% of Respondents
<b>Structure and Naming/Branding/Marketing/Terms</b>	<b>29</b>	<b>32%</b>
1. Student (and Faculty) Understanding	8	9%
2. Student value/appreciation	10	11%
3. Names of categories	11	12%
<b>Size, Scope, Philosophy</b>	<b>40</b>	<b>44%</b>
4. More Options, Flexibility	5	5%
5. More Coherence/Synthesis/Connection	13	14%
6. Liberal Arts	1	1%
7. Themes/Clusters	3	3%
8. More specific, required, common courses	4	4%
9. Fewer requirements	3	3%
10. Better connection with majors, minors	1	1%
11. More emphasis on depth	3	3%
12. Clarify/reduce learning outcomes	1	1%
13. Increase requirements	1	1%
14. No requirements	1	1%
15. No change	4	4%

<b>Specific Skills, Courses, Elements</b>	<b>53</b>	<b>58%</b>
16. Human Diversity	6	7%
17. Community Engagement	2	2%
18. Language	10	11%
19. Science requirement	6	7%
20. Writing Across the Curriculum; Vertical writing	5	5%
21. ASEM	1	1%
22. FSEM	3	3%
23. Mathematics and Quant Reasoning	4	4%
24. Study abroad	3	3%
25. Citizenship/civic engagement	3	3%
26. Critical thinking	2	2%
27. Digital literacy	1	1%
28. Cultural competency	1	1%
29. Capstone experience/Project based learning	2	2%
30. Oral Communication	3	3%
31. Creativity	1	1%
<b>Pedagogy, Advising, Faculty Action</b>	<b>12</b>	<b>13%</b>
32. Better/more consistent advising in FSEM	3	3%
33. Better pedagogy (Active learning, engagement, effectiveness)	2	2%
34. More teaching to goals/program	4	4%
35. More Rigor	3	3%
<b>Institutional Practices/logistic</b>	<b>12</b>	<b>13%</b>
36. Offerings and seats	2	2%



37. Investments from all colleges, departments	3	3%
38. Class sizes	1	1%
39. Quarter system	1	1%
40. Gen Ed v. major demands for departments	4	4%
41. Gen Ed as Major or Minor	1	1%

Share:

## Appendix D: Email to Faculty: Mission, Vision, Outcomes (May 2018)

Like 0 Share

Share:

Tweet



June 19, 2018

Dear DU Colleagues,

On behalf of the General Education Review and Inquiry Committee, I'm writing with a final update on our work for 2017-2018. As usual, you may review all our previous messages, plus reports and minutes, on the [GERI Portfolio website](#) (You may need to login to see the university-level documents.)

This is a lengthy email. Rather than have you click on links, I included two important updates directly here.

- The first update is a Draft Mission, Vision, and Outcomes statement.
- The second update (scroll until you see the obvious heading) explains our revised timeline.

### **Draft Mission, Vision, and Outcomes for General Education**

DU General Education Review and Inquiry Committee

June 15, 2018

These statements result from inquiry processes that stretched from September 2017 to May 2018. We offered several opportunities for campus input and were pleased to have over 200 individual DU faculty and over 500 DU students take part, some of them multiple times. We studied the professional literature on general education, reviewed programs at DU comparison schools, and considered the DU mission, vision, undergraduate learning outcomes, and Impact 2025.

Previously, we shared a draft of the Mission and Vision statements. The revision below reflects input from faculty groups. While we keep open possible changes, the Committee believes the Mission and Vision are largely finished. In contrast, the Outcomes are likely to be further refined, even though this version is our third draft and represents hours of meetings and extended digital conversations.

### **Mission**

The mission of the general education program at DU, emanating from our vision to be a great private university dedicated to the public good, is to foster in each undergraduate the knowledge, skills, and critical abilities that are crucial to informed, responsible, and effective participation in civic, scholarly, and professional lives.

### **Vision**

A successful general education program will be marked by several features:

- **A sense of identity.** Students, faculty, staff and members of the DU community will understand the program as enacting DU's specific values, and aspirations, including as manifested in Impact 2025. The general education program will be one distinctive marker of DU's identity.
- **A sense of purpose.** Students, faculty, staff, and members of the DU community will understand and value how general education contributes to the whole of undergraduates' educations. Rather than simply being, as at some schools, a list of obligations to check off, general education courses at DU will be recognized for providing opportunities for intellectual, social, and personal growth.
- **A sense of coherence.** Students, faculty, staff, and members of the DU community will perceive vital connections among courses in the program; between the program and other courses, particularly in majors; and between academic and other settings. That is, they will experience how information, ideas, approaches, applications, and/or skills travel among different sites, both within and beyond the academy.
- **A sense of intentional design.** Faculty will create and teach courses that are intentionally (although not necessarily exclusively) designed for the general education program's purpose, vision, and outcomes.
- **A commitment to meaningful reflection.** There will be compelling analyses of how the program is working, grounded in the interpretation of artifacts, evidence, and practices and done in ways that faculty find valuable, even engaging. Likewise, students will reflect, in ways meaningful to them, upon their experience of the program as a whole and its role in their academic, civic, and professional development.
- **A commitment to faculty development.** Faculty teaching general education courses will have resources and opportunities for professional development with colleagues across the program, including on concerns of curriculum and pedagogy that originate with them. Resources will be sufficient to implement pedagogical and curricular innovations.

### **Outcomes**

At the completion of general education, DU<sup>142</sup> students should demonstrate:

- The ability to define “the public good” with sophistication, for contexts ranging from local to global, informed by how different areas of study contribute to understanding and realizing the public good.
- The ability to address complex questions by applying and synthesizing knowledge of human cultures and the physical world, using methods of inquiry and analysis practiced across the liberal arts and sciences.
- A critical understanding of human diversity and the importance of social, historical, and cultural identities in addition to one’s own.
- The ability to evaluate evidence and source materials and to employ them responsibly.
- The ability to communicate effectively, ethically, and creatively for a variety of situations and purposes, using written, spoken, visual, material, and/or digital modes.
- The ability to use quantitative methods responsibly in addressing questions and solving problems.
- The ability to work productively with others and to collaborate effectively and ethically with different communities.
- The ability to apply general knowledge and skills in experiential learning settings.
- The ability to reflect meaningfully on relationships among areas across the general education curriculum; between general education and their majors and careers; between personal goods and public goods; and between intellectual and other aspects of living.

## Updated Timeline

The timeline we released in December 2017 predicted recommendations by June 15. Over the course of bi-weekly meetings in winter and spring, we realized the campus would be better served if we deliberated further and involved even more faculty expertise through various channels, including the Faculty Senate. In our 5/30/18 meeting, then, we adjusted our timeline by a few months. (Revisions of general education programs nationally, by the way, seem to average about three years, some going more quickly, others foundering altogether. We realize this is little consolation.)

### Early June 2018

- Agree on "good enough for circulation" learning outcomes for general education and communicate them to the faculty.

### June, July, August 2018

- Work occasionally as a committee, probably via Zoom or email, to plan strategies and processes for fall faculty working sessions, including developing speculative “signature ideas” or “building opportunities.”
- Consult with Senate leadership to plan conversations to start immediately in the fall.

### Mid-September to Mid-October 2018

- Lead intensive meetings with campus groups, structured around building out from the Mission, Vision, and Outcomes.

Mid-Oct to Early November 2018

- Synthesize and report ideas generated through the fall meetings.

November 2018

- Encourage responses to the synthesis, through additional discussion opportunities and through written channels

December 2018 through February 2019

- Write recommendations for changes in general education
- Involve administrators and others with resource perspectives and content expertise

March 201

- Release final draft.
- Sponsor hearings and be available for deliberations.

May 2019

- Send final plan to Undergraduate Council for approval

**Note:** By this schedule, any new program couldn't take effect through the Bulletin until fall 2020, although some aspects might lend themselves to earlier implementation.

Sincerely,

Doug Hesse, on behalf of the Committee:

Chris Coleman, Emergent Digital Practices; Doug Hesse, English and Writing (Chair); Barbekka Hurtt, Biological Sciences; Tonnett Luedtke, Academic Advising; Kateri McRae, Psychology; Nic Ormes, Mathematics; Matt Rutherford, Computer Science; Laura Sponsler, Morgridge College of Education; Billy J. Stratton, English; John Tiedemann, Writing; Cheri Young, Hospitality

**Confirm that you like this.**

Click the "Like" button.

**Confirm that you like this.**

Click the "Like" button.

# Appendix E: Faculty Design Idea Generation Report (March 2019)

## Faculty General Education Design Ideas

### A Compilation from Designapalooza & Minipaloozas

March 5, 2019

**General Education Review and Inquiry (GERI) Committee.** Alejandro Ceron, Anthropology; Doug Hesse, English and Writing (Chair); Barbekka Hurtt, Biological Sciences; Tonnelt Luedtke, Academic Advising; Kateri McRae, Psychology; Nic Ormes, Mathematics; Greg Robbins, Religious Studies; Matt Rutherford, Computer Science; Billy J. Stratton, English; John Tiedemann, Writing; Cheri Young, Hospitality. Lauren Salvador supports the committee and took the lead compiling this report, with the help of Doug Hesse. Contact: [dhesse@du.edu](mailto:dhesse@du.edu) or 1-7448

Beginning in late fall, 2018, with the Senate Chancellor's Roundtable, and continuing with the idea generating session in the November 2018 Senate meeting, GERI turned its attention fully to the Design Phase of its work. That work received a strong kickoff of the Designapalooza on January 11, in which 90 faculty spent a half day in teams generating prototypes for enacting four specific outcomes for general education. (We have previously shared with university community [a raw compilation of Designapalooza reports](#) and a [Synthesis](#).) During February, GERI invited all DU faculty, through two direct emails and invitations to chairs and deans, to participate in one or more of 11 additional design sessions. There were at least three different opportunities to generate ideas for each of the remaining outcomes. In addition, we invited written comments. At least 143 different faculty members participated in the design sessions.

This document compiles, in a single place and summary fashion, all the input GERI received, ideas that we've discussed in weekly meetings and have informed our model building. The ideas are organized by outcome. For Designapalooza, you'll see the final reports from each team, plus a photo of their poster(s), in many cases. (The [Designapalooza Raw Compilation](#) has much more detailed information, and GERI worked from it.) For the Minipaloozas (the February sessions), you'll see a raw list of brainstormed ideas, followed by syntheses/prototypes emerging through group work. The [GERI Portfolio Site](#) has dozens of documents.

## Table of Contents

1. The ability to define "the public good" with sophistication, for contexts ranging from local to global, informed by how different areas of study contribute to understanding and realizing the public good. DAP	2
2. The ability to address complex questions by applying and synthesizing knowledge of <u>human cultures</u> and the physical world, using methods of inquiry and analysis practiced across the liberal arts and sciences. MIN	9
2b. The ability to address complex questions by applying and synthesizing knowledge of human cultures and <u>the physical world</u> , using methods of inquiry and analysis practiced across the liberal arts and sciences. MIN	13
3. A critical understanding of human diversity and the importance of social, historical, and cultural identities in addition to one's own. DAP	17
4. The ability to evaluate evidence and source materials and to employ them responsibly. DAP	20
5. The ability to communicate effectively, ethically, and creatively for a variety of situations and purposes, using written, spoken, visual, material, and/or digital modes. MIN	24
6. The ability to use quantitative methods responsibly in addressing questions and solving problems. MIN	28
7. The ability to work productively with others and to collaborate effectively and ethically with different communities. DAP	30
8. The ability to apply general knowledge and skills in experiential learning settings. MIN	32
9. The ability to reflect meaningfully on relationships among areas across the general education curriculum; between general education and their majors and careers; between personal goods and public goods; and between intellectual and other aspects of living. MIN	36

## 1. The Public Good

Six tables at the Design-a-palooza event in December 2018 took up a discussion of how best to implement the “public good” outcome:

The ability to define “the public good” with sophistication, for contexts ranging from local to global, informed by how different areas of study contribute to understanding and realizing the public good.

### Summary of Ideas

1). FYE as Public Good Colloquy: A Journey from Student-as-Consumer to Student-as-Citizen  
Imagining the public good to be not a proposition to elaborate but a question to interrogate, and, further, that publics are created through the very process of interrogation, we developed an idea for a new First-Year Experience. The new FYE begins in the week before the fall quarter with a Conversation on the Public Good, consisting of several faculty lectures on a PG question, followed by a panel discussion that brings the lecturers together in conversation. This sets the broad PG question and models ways to conduct shared public inquiry. That initial conversation is deepened and enlarged across the first year. Students take an FSEM-like class on a related, more focused PG question in the fall, followed by two WRIT classes that flow organically from their FSEM. The sense of conversational flow results from the sequence being “cluster-taught:” i.e., small cohorts of faculty who teach one class in the sequence individually while conceiving the whole sequence together. (E.g. the students in Michael’s, Rachel’s, and Yohainna’s FSEMs go on to John’s and Megan’s WRIT sections — and all five faculty collaborate in creating that sequence.) The sequence is capped by a 2-credit PG Colloquium and Symposium. Students share, in a variety of forms, the work they've done over the year in pursuit of the question of the public good and participate in discussions about that inquiry with each other, faculty, and community partners. The event lasts several days and takes place at venues across campus. It's purpose is to celebrate, to demonstrate (most importantly to the students themselves), and to reflect upon the students' transformation into citizens -- by returning and responding anew to the question from which we started and the ones we've pursued since and by charting paths forward.

2). We drafted a poster suggesting a comprehensive but flexible curriculum starting with a place-based focus on Denver and additional ASEMs. This enables the DU experience to include both transfer students and those first-year students that come in with a lot of credit, including those students more in a common DU experience. Please see our poster for details.

3). The Gen Ed curriculum structure would remain essentially the same, but the idea of Public Good themes (addressing a specific problem, such as water conservation, food insecurity, income inequality, etc.) would be layered on top, providing the scaffolding for teaching the courses within Gen Ed. Students would select up to three themes their first year and select Gen Ed courses within those three themes, but narrow in on one Public Good theme in year 2. Gen Ed courses would be scattered throughout the four years, and ideally even some major courses would embrace some of the Public Good themes. Given a student selects a PG theme in year 2, she ends up interacting with a "cohort" of students who share similar concerns and passions about this theme but are from a variety of majors. ASEM would be relabeled as a capstone, and would culminate with an applied, community-based project within the theme the student had selected in year two. A research study, internship, or

community-based project would be a requirement of Gen Ed (again in the chosen theme), and this trans-disciplinary theme would be listed on the transcript and diploma since ALL the Gen Ed courses (including intro to sociology, the sciences, etc.) would revolve around these themes. So if one of the themes was "water conservation," a student would take all her Gen Ed courses (and perhaps even some of her major courses) and they would all revolve around the theme of water. She would have an electronic portfolio of her work on water conservation and a "specialist" classification of "water conservation" would be on her diploma and transcript. PG-based themed learning provides a rich context for learning and application, and brings together the various disciplines to help address a real-world problem.

4). Public Good ASEM experience PSEM, for short. The core idea was to think about how we could focus on the public good in curriculum, both broadly and intentionally. We thought of it as taking place in at least three realms in alignment with current DU structures: internationally via study abroad, community engagement models (CCESL), and through knowledge production.

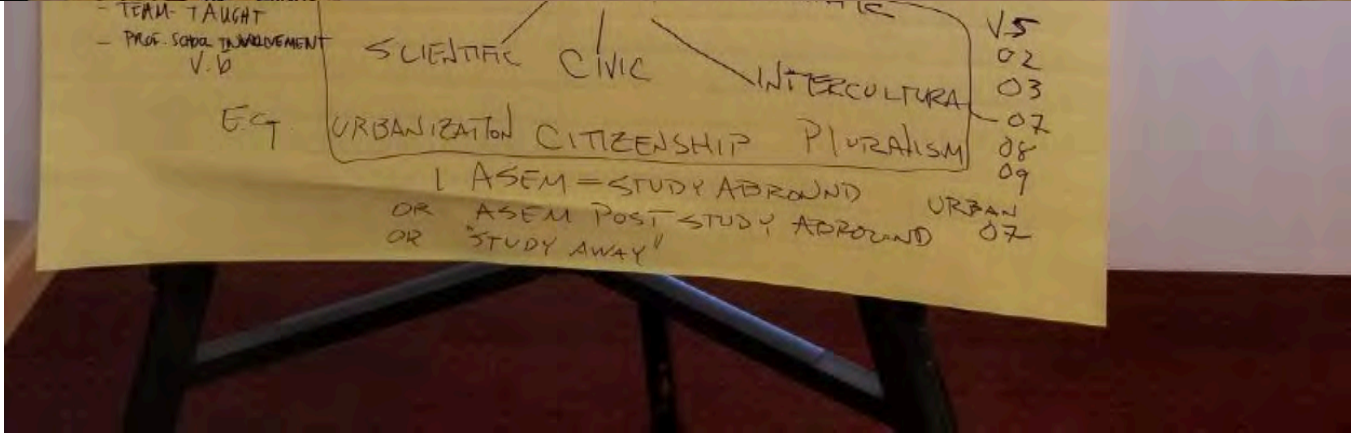
5). Incorporate a public good focus into study abroad, following a systematic set of steps. (See poster below.) Create a parallel process for non-travelers.

6). Common curriculum should be integrated all 3-4 years of the UG experience, but the 1st year become a 3 quarter (Q)linked sequence. This 1st year 3Q sequence is formed around the Public Good theme identified. This replaces FSEM, and folds FSEM experiences into the broader 3 Q sequence, and also integrates writing/communication, but all focused on the PG theme. As part of the opening quarter of this 1st year course, a nationally renowned guest speaker is brought to campus to give a TED style presentation to launch each new year (although all themes would last 4-5 years). 1st year 3Q sequence sets the PG theme, and subsequent CC courses in 2nd, 3rd, 4th year build upon this from content specific perspectives. Students must have intellectual and practical experiences in the community related to their PG theme. At the end of their 3rd/4th year, students must present back to the community related to their PG theme. The ability to LISTEN and COMMUNICATE respectively in a variety of methods and situations is fundamentally important.

### **Commonalities in Public Good prototyping**

- 1). Themed Courses
- 2). Greater coherence in FSEM, CC, ASEM (usually through PG-related themes)
- 3). Denver-based/Denver as lab
- 4). Cohorts, both students and faculty team-teaching
- 5). Integrated with study abroad





## Challenge #1

Geometry  
in construction  
model

Certain %/#  
of courses in  
in theme or  
PG area

Co-curricular  
support based  
on activity from  
FSEM

Better  
book ending  
w/ FSEM  
FSEM capstone  
w/ coherent  
path

Cohort  
LLCs  
expanding  
to 4 years

PG addressing  
1st generation  
students -  
study skills, motivation,  
possibilities, etc

## Challenge #1

Jeff Edgington  
Heather Martin

Janeen Beening Locke  
Paul Sutton

Christina Pappas  
Scott Lautenschlager

Imagine "the public good" as a way to bring identity  
and coherence to the Common Curriculum with that focus  
in mind, what curricular features can best help enable  
+ manifest "the public good" for students?

A market  
failure

intentional  
thematic  
curriculum

Community  
engagement

Get off to head  
in the CC

Could the PG  
be embedded in  
existing courses

Undergrad  
research

Everyone  
is part of  
society

Support  
non-dominant  
populations

buy in  
from dept to  
ALL

What is  
our mission?

A benefit to  
society

help students  
learn in a  
problem-based way

flexibility in  
the curriculum

Common theme  
that articulates  
w/ majors

A single  
problem worked  
on across all  
courses over  
the years

Table 3



DU  
↗  
Denver

The importance of Common Curriculum in which DU Students <sup>intentionally</sup> engage with Denver and the world in meaningful/intentional ways, through new academic/innovative structures (such as ~~course~~ <sup>intentionally linking</sup> through study abroad, community engagement, and public knowledge) and celebrating / communicating this work.

PSEM

Faculty Ownership \$

Portfolio

Info gathering  
+ ideas  
- what current courses exist  
- what courses could be added  
- new courses

How do we incorporate a public good focus into study abroad?

Pre-travel

#1 Partnering institutions identify people, community, organizations students might engage with and what ~~public~~ area/issues around which they want to engage.

#2 Students choose where they want to go based in part on #1 & how it intersects with public good area they care about

#3 Students develop plan for engaging with people/organizations/communities (for example, develop questionnaire/ interview protocol in collaboration with Office of Public Good)

While abroad

#4 Students talk to/engage with people in study abroad location around public good issue they care about

Upon return

#5 Students write reflection on what they learned related to public good

#6 Student share what they learned with broader community

- So many possibilities for how to do this!! (blog, panel, video, etc.)  
- Community can be many different things (CU, or an organization they work with, or...)

This may result in a domestic project.

THERE WILL BE A PARALLEL EXPERIENCE FOR NON-TRAVELERS (like, virtual interviews, or...?)

- Students learn to work with others in way that doesn't do harm

Table 3



# Table 6: Step 4: Prototype

Focus: Intgd 1<sup>st</sup> Yr 3 Q experience  
(\* Replaces FSEM)

- 1) 18-20 students/class
- 2) Over-arching P.G. theme
- 3) Team-taught courses
  - a. Faculty choose peers w/ whom they <sup>want</sup> to teach
  - b. Faculty teams submit proposals for 3-yr P.G. <sup>topic</sup>
  - c. Incentives for faculty teams <sup>w/ justification</sup>
- 4) Information & Technology

P.G. theme I'd first

- Faculty-team structure
- Model integrative practice for students
- "Fish bowl idea"

Gen Z themes

- will want 1<sup>st</sup> Yr exper. to be focused on gaining skills
- 1) Don't remember 9-11
  - 2) 2008 Great Recession
  - 3) 2012-2013 > 50% ownership of smart mobile tech
  - 4) "Gig economy" students
    - Want coaches to drp skills, not managers to organize
  - 5) A.I. future... student knowledge & abilities

- Faculty need to <sup>better</sup> understand goals & roles of students w/ respect to Gen Ed & college overall.

## 2a. Human Cultures

During three meetings in February 2019 faculty discussed how best to implement the second learning outcome with regards to human cultures:

The ability to address complex questions by applying and synthesizing knowledge of human cultures and the physical world, using methods of inquiry and analysis practiced across the liberal arts and sciences.

### Brainstorming

- Two models – every Gen Ed course has to include more than one but less than nine of the outcomes OR “badges” model – achievement in each outcomes or trusts students will be exposed in ways analogous to “herd immunity”
- Perceived lack of coherence in Gen. Ed, curriculum must build a narrative
- Could students and faculty be included together in the process?
- Human cultures must be addressed through multiple disciplines/courses
- Language exposure and culture exposure could complement each other
- Faculty cluster teaching around a theme
- More coherent FSEM to ASEM sequence with learning in 2<sup>nd</sup> & 3<sup>rd</sup> year – some logic where students go from learning to applying to engaging to giving back
- Specific roles for writing, service learning, study abroad, and other learning experiences beyond the classroom
- All-year FSEM
- Chronological offerings with historical depth
- Theme for every year with lecture series or colloquium, co-curricular aspect
- Summer money & planning time to foster coordination
- Should do something to enhance language study for study abroad, encourage students to student in countries with language other than English
- Non-niche/extra-disciplinary assignments, of interest and utility for non-historians
- Broad reading across a wide range of viewpoints and themes
- Encounters with human cultures in as direct a way as possible; face-to-face with cultures
- Problem solving and key debates with complex questions
- Multi-media approaches, beyond just a book or a text (history is very text centered)
- Team-taught courses to see how STEM impacts the humanities and vice versa
- Cross-disciplinary approaches, building links between disciplines so a history class is more than just a history class and make the connections between history and relevance
- Culture is intrinsically taught through foreign languages
- Understand the why the differences between human cultures make us uncomfortable
- Students need to understand their own culture first
- The students need to learn flexibility and allow their values and views change
- Need to learn to accept different points of view; force them to defend a view they don’t espouse
- Faculty should not impose their values and beliefs on students
- Should be a connection between foreign language and student abroad

- Students should be prepared for study abroad (common curriculum, not just international house)
- Co-teaching (not team teaching), so just two professors in the classroom from two different (not adjacent) disciplines, showing contrasting approaches to the course and/or subject
- Have a theme for every cohort of undergraduate students, carried through from the 1<sup>st</sup> to the 2<sup>nd</sup> year; have the theme fundamentally addressed in the courses; the theme should be analyzed during orientation
- Orientation should be more academic than just student-life information, and introduce the theme and its complexity during orientation; can introduce the importance of the Gen Ed
- The “one book” be better chosen and discarded; can use a movie or a play and it can be followed through for the entire the year
- There could be alternative themes (a small number), that cohort would follow through
- ASEM were supposed to be interdisciplinary; should be co-taught
- Bring back the sophomore experience that was proposed about 8 years ago: common courses and professed ambition from first to second year
- Consecutive courses and cumulative, even if they are 2 credit courses
- Classes framed as questions rather than topics
- Co-requirements and sequence
- Clusters of courses, perhaps around a question, that connects their major with a related AI and SI and foreign language
- Have Gen Ed courses throughout the four year and have them integrated with the major courses
- Students should not be permitted to get a minor in an adjacent discipline

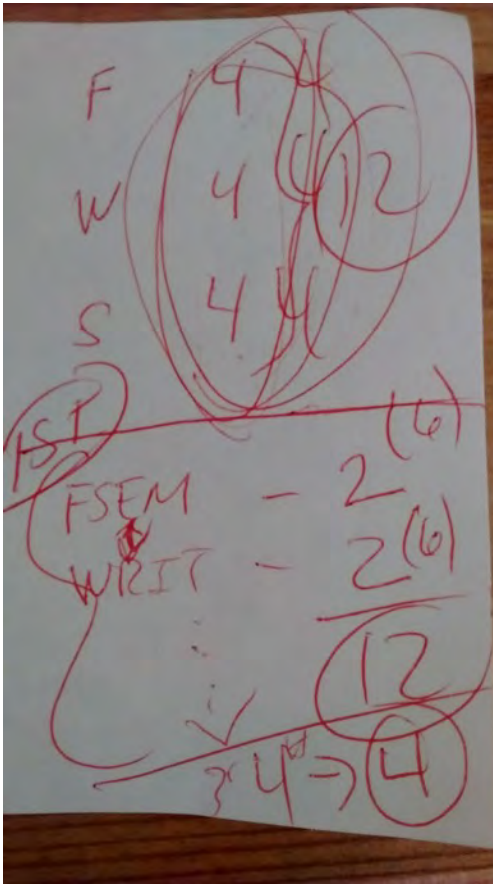
### **Commonalities in Human Cultures Prototyping**

- 1). Themed Courses
- 2). Importance of language learning to human cultures
- 3). Better integration of language to study abroad
- 4). Team teaching/co-teaching

### **Prototype 1**

- 1).

Year	CURRENT	Prototype
First	Fall: FSEM (4 credits) Winter: WRIT (4 credits) Spring: WRIT (4 credits) TOTAL: 12 credits	Fall: FSEM (2 credits); WRIT (2credits) Winter: FSEM (2 credits); WRIT (2credits) Spring: FSEM (2 credits); WRIT (2credits) TOTAL: 12 credits

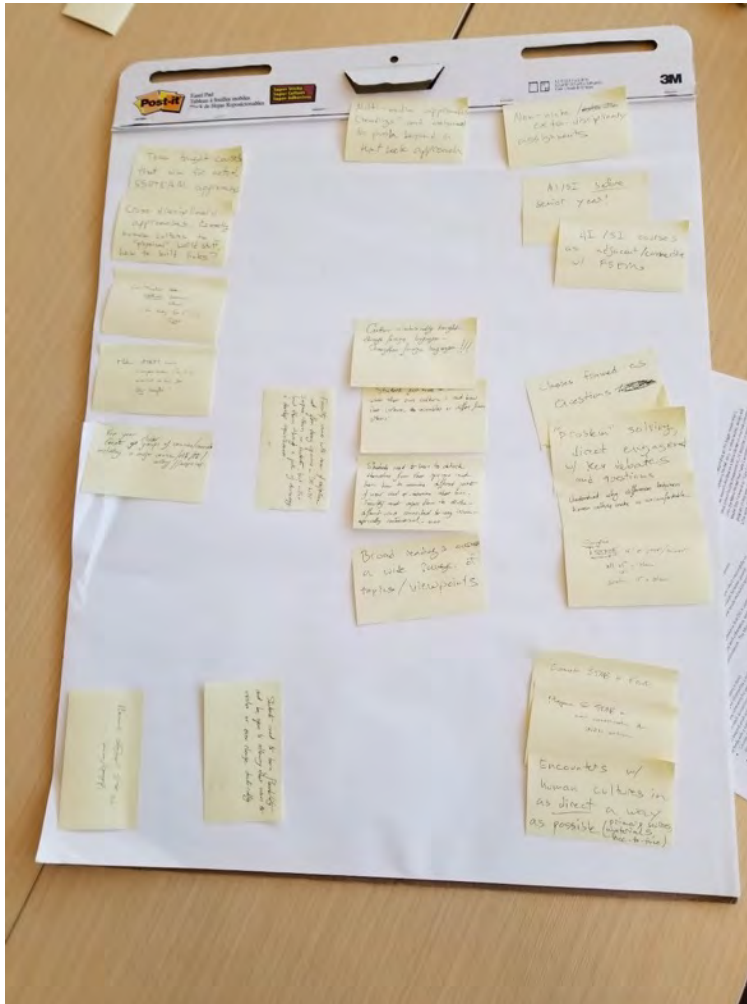


## Prototype 2

1. Start with orientation: Multi-media presentation on the importance of Gen Ed; make it ACADEMIC orientation. Theme or themes could be introduced. Making Gen Ed of core value and exploring and getting a sense of why education is of value and what you can do with it.
2. Co-teaching or clusters of courses would bring accounting and history together, for example, or engineering and philosophy together so that the students understand the value of the Gen Ed as applied to their major courses.
3. Have Gen Ed courses clustered around majors. Could use the majors of the humanities, social sciences, natural sciences, business, engineering, etc. There would be relevance for the Gen Ed courses specific to a major. Could use non-niche, intra-disciplinary assignments that show how history is applicable to engineering, rather than trying to create historians in a quarter.
4. Students determine their major, find a complex question in their major, and then find Gen Ed courses that help to answer that complex questions. There would be a list of complex questions (perhaps within themes like intelligence, movement of people, etc.). These questions/themes would have a shelf-life of 3 to 5 years.
5. Clusters of Gen Ed courses specific for particular majors. We could pilot a couple of these. These could be co-taught or at least sequentially co-taught.
6. Start with a big idea and find all the majors that would accept this idea as relevant to their majors.



7. Instead of one book, one DU, have it be: one theme, one DU and it could be manifested via book, film, etc. The theme will be carried through at least one year. Coherence to the major.
8. There would be some course at the end of second year that would address their coming study abroad experience and brings in all of the clusters of course together from the Gen Ed. Ideally the students will have satisfied their foreign language requirement. It will be co-taught (with someone in the student's major and someone from outside the major) and it will be like an ASEM and show how their major is connected and prepare for the study abroad. This kind of experience would prepare them for the abroad experience (internationalization). A culminating 6-quarter course.



## 2b. Physical World

During four meetings in February 2019 faculty discussed how best to implement the second learning outcome with regards to the physical world:

The ability to address complex questions by applying and synthesizing knowledge of human cultures and **the physical world**, using methods of inquiry and analysis practiced across the liberal arts and sciences.

### Ideas/Brainstorming

- how to make science courses foundation to the public good
- --should science courses be “foundational” (i.e. first courses in sequence for sciences) or something else?
- --are they “vocabulary building?”
- --goal should be to make students excited about science; courses may look different as a result; that goal should be true of all gen ed courses
- --is three course-sequence vital? Tracks v. silos
- --public good does not equal social justice; example of Green Revolution serving the public good; water; power. Take care in not defining narrowly.
- --WPI has strong project-based curriculum; in a 16-week course, students exam a multidisciplinary problem society is facing for first 8 weeks, then join a team for the second 8
- --problem-based focus for science: all courses have problem focus v. one course?
- --how could ASEM be problem/project-centered?
- --project/problem based first courses, THEN majors sequence (stand practice on its head)
- --because credentials are so important to students, we should figure out ways to have gen ed experiences easily lead to minors
- --faculty should learn from each other; we should do what we expect students to do; professional development and professional learning; faculty should learn, not just defer to others
- --how might we cluster science courses with others?
- It would be nice if every Gen Ed course touched on all nine of the Gen Ed outcomes.
- It would be good to include case studies that show the practice of scientific research. For example, a case on inter planetary travel could be addressed from different disciplines in the sciences, social, sciences, arts, and humanities. Case studies could be included in three ways: as part of a course, a course on its own, and as a capstone project. Case studies could contribute to “quantitative literacy” and improve students’ ability to interpret data.
- It would be good to consider a General Education Capstone Project instead of an ASEM. This would be different from the senior thesis for students’ major. The capstone project would need to be community-engaged and somehow related to the student’s major. For instance, a science major could do a Gen Ed capstone focusing on communicating science to the community.
- Students could get involved in research opportunities that are ongoing and with community partners in Denver and beyond.
- Understanding science as a human endeavor through an interdisciplinary course that includes perhaps a historian, a sociologist, and a philosopher of science. This would showcase the positive and the negative in some scientific practices, and also the social and cultural context in which science happens.
- Having students “shadow” an active research group for one week or so.

- Students could get involved in “citizen science”, where they are involved in creating and analyzing information, as part of a larger scientific project that is led by faculty with graduate students. This would help students understand the process of science as one that begins without a “correct answer”.
- Having information literacy as a goal, developing students’ skills to find, use, evaluate, and communicate information.
- The “mode of delivery” should include the following:
  - Problem-based learning projects
  - Community-engaged work, linking everyday life in the community to the learning process
  - Active learning
- For non-science majors, it would be nice to be able to connect the science sequence to classes in their majors.
- It would be interesting to explore the possibility to package Gen Ed with courses in the majors, perhaps with some theme/issue/problem as a common thread. Having two courses at the same time that are somehow connected would be good.
- Team teaching seems very attractive, and it could happen within the sciences (e.g., a biology, chemistry, physics, and environmental sciences) or across sciences and humanities.
- An immersive, year-long series of latticed courses focused on scientific/information literacy, with the application and synthesis of knowledge through selection of commonly chosen and relevant topic (food, drugs, pollutants, climate, warfare, etc.) which relates to our unique and collective human experiences in/with the physical world.

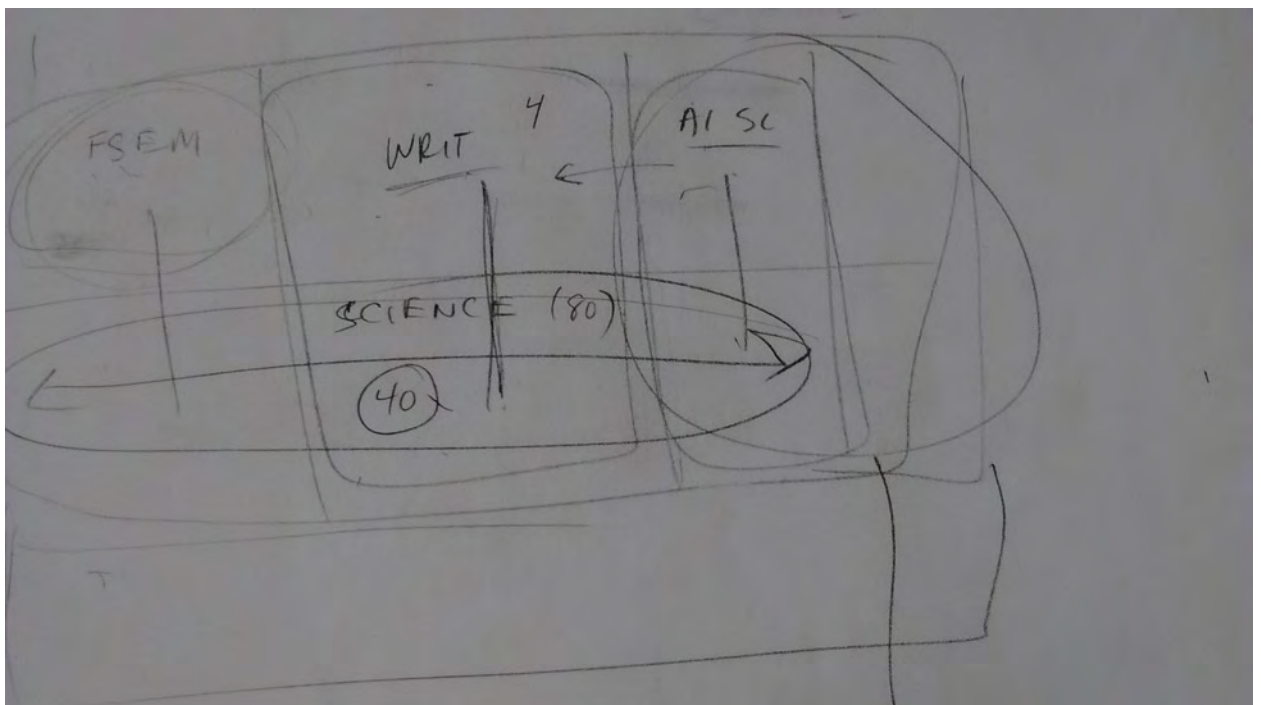
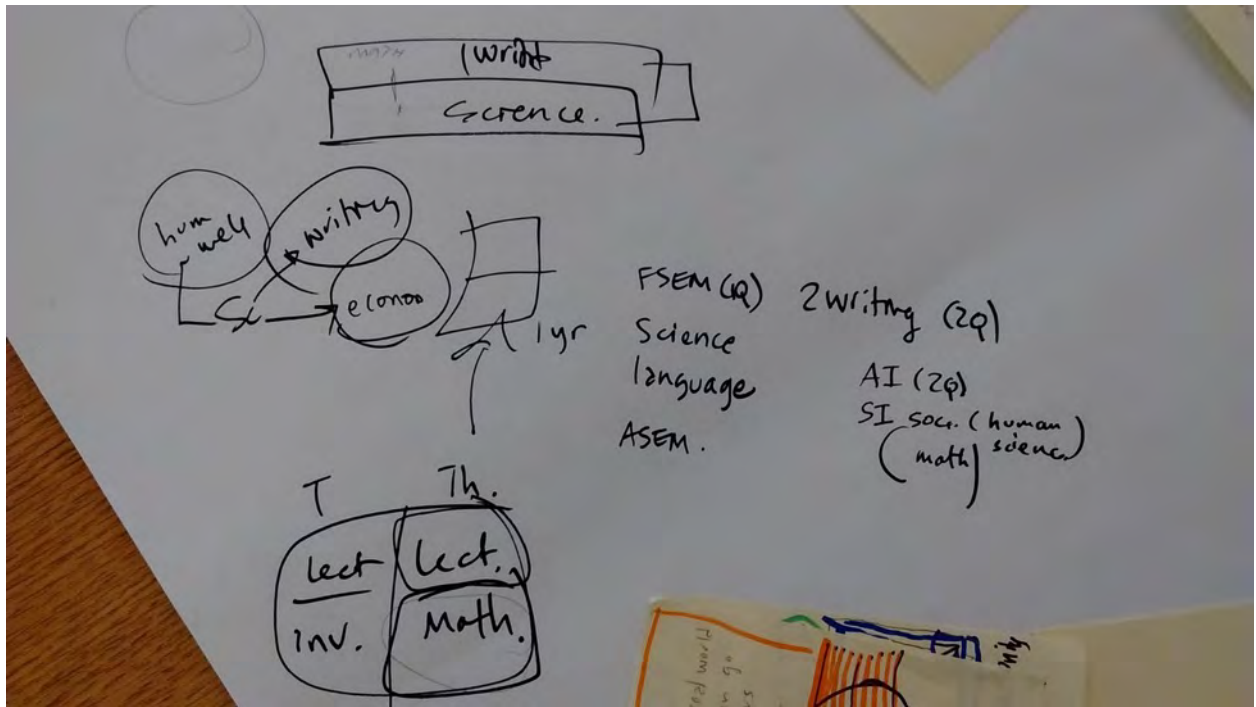
### **Physical World Commonalities**

- 1). Problem-based learning
- 2). Interdisciplinary, cross-disciplinary, trans-disciplinary modes of inquiry
- 3). Value of scientific literacy

### **Prototypes**

#### **PW 1**

- Organizing a Gen Ed sequence during the first year, that is complemented with extra-curricular activities, and a capstone project. The example we discussed was thinking of non-science majors, but something similar could be done with science majors.
- There could be an introductory course organized around a “frame” (theme/problem/issue, like climate change, poverty, or the like). Students would be attracted by the frame and then take classes that are relevant to the frame, which would be organized through “pods” of three science professor that are matched with writing faculty.
- There would be a Capstone project instead of an ASEM, perhaps in the 3<sup>rd</sup> year, and also facilitated by the same faculty team.
- E-Portfolio would be part of the whole process.



## PW 2

### DU Common Curriculum Framework--60 Hrs

Year One: Foundations: Awakening Intellectual Curiosity (32 hrs., based on 48 hrs., full year schedule )

First-Year Experience (Science, Writing, Liberal Arts/Humanities) (12 hrs)

An immersive, year-long series of latticed courses focused on scientific/information literacy, with the application and synthesis of knowledge through selection of commonly chosen and relevant topic (food, drugs, pollutants, climate, warfare, etc.,) which relates to our unique and collective human experiences in/with the physical world.

Languages (8 hrs)

Writing (8--including 4 from First-Year Exp.)

Math/Logical reasoning (4 hrs)

### **Year Two: Integrating Knowledge (16 hrs)**

**Courses rooted in problem-based learning approaches using quantitative and empirical modes of inquiry and discovery.**

Science/Technology/Virtual Realities (8 hrs, in different field of Natural/Computer sciences from First-Year Exp.)

Human Diversity and Non-Western Cultures (8 hrs)

### **Year Three: Individual Agency, Social Responsibility, and Justice (8 hrs)**

**Focus on high impact practices to nurture/encourage empathy, equity, creativity, and action through courses that use interdisciplinary, cross-disciplinary, trans-disciplinary modes of inquiry.**

Human Societies, Ethics, and the Public Good (4)

Being and Acting in a Global World (4, can include study abroad, but not exclusive to it)

### **Year Four: Experiencing/Engaging/Imagining/Realizing (4)**

**Culmination of Common Curriculum with focus on integrative and applied learning.**

Experiential Learning in a form most beneficial and relevant to a students interests and career goals. Pathways include community engaged learning and research, community partnerships, direct public service, social policy, and public entrepreneurship and corporate responsibility

### 3. Human Diversity

During the Design-a-Palooza event in December 2018 two tables took up the outcome regarding human diversity:

A critical understanding of human diversity and the importance of social, historical, and cultural identities in addition to one's own.

#### Idea Summaries

1). We agreed that the mode of delivery should be interdisciplinary and cumulative, generating cohorts of about 50 first year students, working closely with a cluster of three or four faculty members from different disciplines. We also liked the ideas of coherence, sequence and limited choices. Writing and foreign language courses would be crucial for this first year. Building links to research, student organizations and service learning would also be part of it (LLC could be a model to learn from).

2). Curricular sequencing Required 1st year course: Student self-identity, reflection on diversity & identity, guided by students own interests and ideas OPTIONAL: 1st year addition – Certain FSEMS with focus on diversity and identity could be designated as such to interested students \*Course may or may not be accepted as substitute for required first year course Required 2nd year course: Diversity and identity dialogue – moving beyond the “me”, how to speak about this? How to have difficult conversations/discussions OPTIONAL: 3rd year course – to be completed after study abroad: integrating diversity and identity at the local and global level \*This sequence assumes the continuation of FOLA, especially as preparation for meaningful study abroad experiences OPTIONAL ASEM: could allow deeper focus on these issues 4th year course: Praxis of diversity and identity at the regional/local level, experiential & applied, recognition of self as member of communities Completion of 3rd & 4th year course could constitute achievement of a concentration in diversity and identity Continued development could allow creation of a major/minor in diversity & identity Faculty development with respect to curricular Training Development topics Faculty self-id diversity and identity reflection (before we teach, we need to reflect). Ongoing process Faculty development on “difficult conversations” re: diversity and identity + how to teach skills (ongoing) How to assess diversity and identity in required courses and beyond Peer networks for training, teaching and reflection Supporting and sustaining Curricular coordination for faculty teaching in D&I concentration pathway Support for major and minor Support for mutually beneficial community partnership Training on praxis from ODI/CCESL/OTL Support for faculty of intersection on local/domestic/global Scholarship of Teaching and Learning support for teaching and learning re:D&I (research /publishing Admin support/structure Explicit incentives for faculty and review merit or D&I service work Grants for faculty fellows Grants for community engaged teaching for the 4th year praxis class) internal and external Grant writing support around these initiatives (D&i) Staff hiring/position to coordinate this D &I work sequence Process for faculty to identify existing expertise and assets and celebrate them-imagine/build new 2-4 year /experience

#### Human Diversity Commonalities

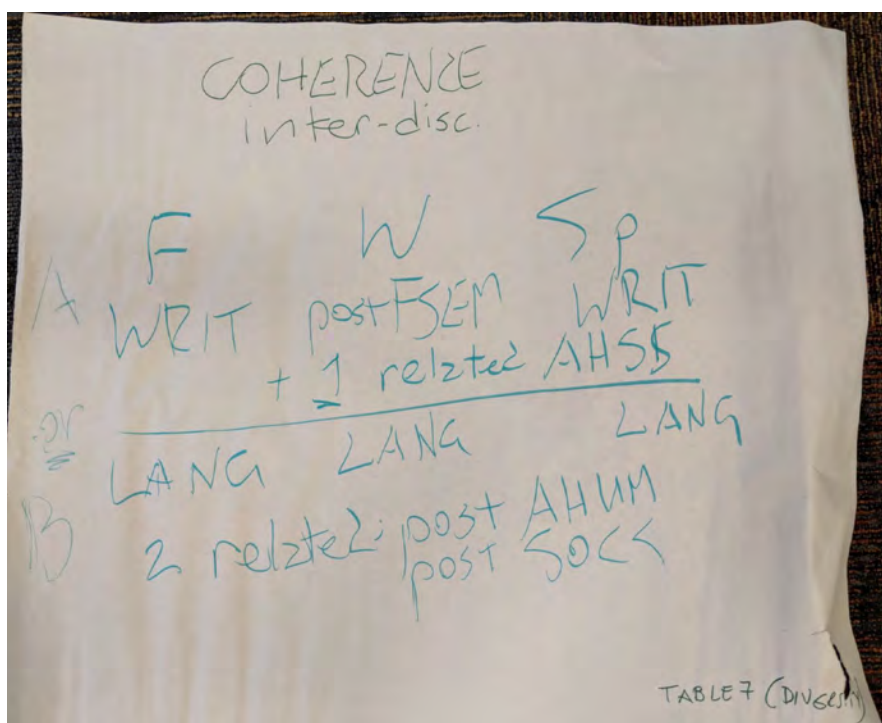
- 1). Interdisciplinary
- 2). 1<sup>st</sup> year sequence

## Prototypes

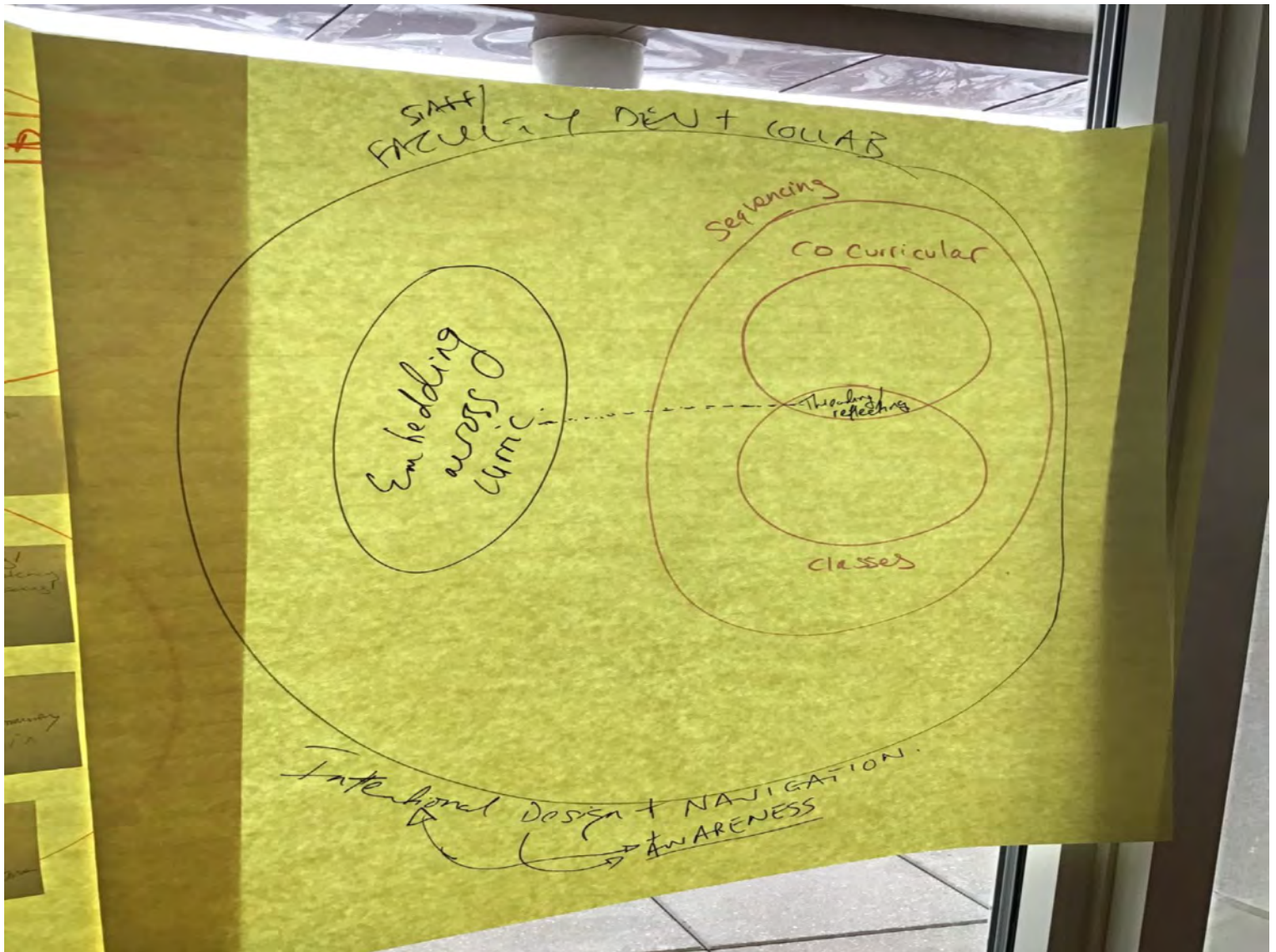
1). We agreed that the mode of delivery should be interdisciplinary and cumulative, generating cohorts of about 50 first year students<sup>1</sup>, working closely with a cluster of three or four faculty members from different disciplines. Ideally, clusters would be interdisciplinary and faculty generated, and would be grounded in shared research/teaching interests, complementary research practices, or a common question with multiple disciplinary implications. Each faculty member would contribute a particular disciplinary perspective to the cluster, which would be reflected in their course offering. We also liked the ideas of coherence, sequence and limited choices. Writing and foreign language courses would be crucial for this first year. Building links to research, student organizations and service learning would also be part of it (LLC could be a model to learn from).

- We did not reach consensus about the specific configuration it all would take, but here are some of the ideas we discussed:

- One possibility would be to build student cohorts and faculty clusters around the sequence FSEM and two writing courses, but conceived as sequential. This way, students would take one General Education class per quarter during the first year.
- Another possibility would be to build courses around the foreign language students are taking, and use that as a pivot or linkage for taking courses in different disciplines that are somehow connected to the language students are learning.
- Another possibility, the co-requisite model, would condense the first-year cluster experience into the first quarter, during which enrolled students take cluster courses concurrently with the cluster faculty, rather than across the academic year.
- Two ideas are summarized in the following figure:









At the Design-a-Palooza event in December 2018 four tables took up the outcome regarding evidence & sources:

The ability to evaluate evidence and source materials and to employ them responsibly.

### Idea Summaries

1). We devised a new companion sequence to content courses. It's a 4 course progression called "Information Research Practices (IRP)" through generating data/examining primary sources ("discovery"), then finding existing sources, collecting, organizing and archiving them ("curation"), analyzing, interpreting and synthesizing them ("interpretation"), and then writing/speaking/recording for multiple audiences ("communication"). In addition to (or alongside, see below), content courses will be taken, 1 each in natural science, social science, arts, and humanities (and maybe engineering?). The interpretation and communication courses can be taken within a major/discipline and could build upon the first two. Students wishing for maximum flexibility/breadth would take paired content courses/IRP courses, but could mix and match to complete the sequence. Students wishing for maximum coherence could take a recommended sequence of IRP courses with content courses standing alone. (Honors or research active students may have the option to do an IRP sequence with a project/data entirely of their own devising.) Sequenced courses may follow a theme (survey research, archival research, qualitative, etc). IRP courses would be small (max 20 - compensated for by fewer lecture style courses compared to now), and include faculty development for best practices in that area of research pedagogy. Students would continue to take an FSEM to be introduced to college, but ASEMs would largely be replaced with communication courses (WRIT faculty would be qualified to teach other IRPs as well). Foreign language requirements would remain (largely as is? our group was ambivalent) and the communication IRP could be offered in a foreign language.

2). Groups of core courses across the disciplines (AI-SOC, SI-SOC, SI-NATS, etc) would have common learning outcomes focused on information literacy and evidence (finding/creating, evaluating, applying/presenting). Collaborations with librarians would be critical. - Faculty in these groups of courses are incentivized to collaborate, and may or may not have a common theme/challenge/project/problem - May also include crossdisciplinary conferences, reading groups with faculty and students in different courses in the group periodically coming together

3). Require all students to take at least 3 courses with the designation of "cluster," with "cluster" referring to the grouping of classes that encourage students to engage in evidence-based learning that is organized according to issues. We felt that it was important to keep the same basic "buckets" of SI, AI, SINN, but thought that we'd like students to have a choice: they could choose to focus on one particular issue across the various disciplines (e.g. sociology and poverty; literature on poverty; mathematics of poverty) or focus on two or more issues across disciplines (sociology of poverty; literature of environmental sustainability; mathematics of climate change). ASEMs could also have designations that helped students to identify them in relation to clusters (e.g. media representations of poverty, e.g. poverty porn), but there would be no requirement that students must keep a consistency between clusters or issues. We could also see a nice tie-in with living and

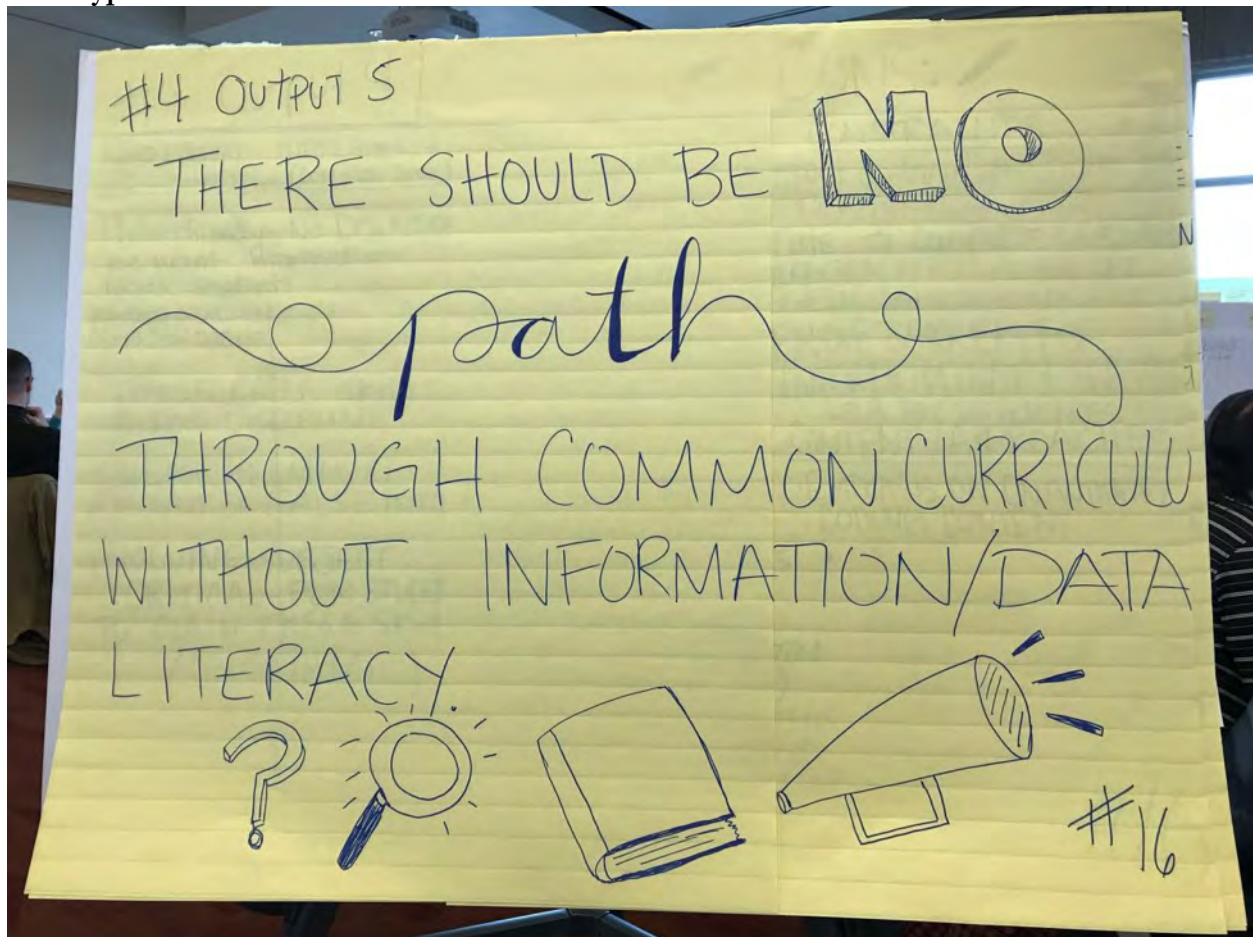
learning communities and would advocate promoting and supporting those.

4). Main Theme: There should be no path through the common curriculum without information/data literacy.

### Critical Thinking/Evidence & Sources Commonalities

- 1). Themed/Cluster courses
- 2). Interdisciplinary
- 3). No student should leave DU without an understanding of data literacy

### Prototypes



## PURPOSE?

WHAT IS EVIDENCE/  
SOURCE MATERIALS  
THROUGH DIFFERENT LENSES:

- VARIOUS METHODS OF  
EVALUATING EVIDENCE/  
AUTHORITY  
RELIABILITY

Students create  
their own schema  
evaluating & apply  
different sources  
of evidence

know that almost  
every fact will be  
found to be at least  
incomplete

- RESEARCH SKILLS/  
STRATEGIES  
(DESIGN + ANALYSIS)

designs for collecting and  
identifying evidence -  
structure & curriculum design  
research design - all knowledge  
arises from some design

- CRITICAL READING/THINKING

- CREATING EV  
THINKING

students investigate  
the process behind  
evidence creation  
- how to write/create  
research for - news  
- scholarly pub. - blogs  
do it themselves too!



### Challenge 3

- 1 team-based projects
- 2 knowledge of indiv (strengths/weaknesses)  
(personality)
- 3 community-engaged teaching  
(community's attitude)
- 4 study abroad
- 5 ethics
- 6 empathy / perspective-taking  
• w/ communities - out of AU
- 7 team-teaching (as model of collaboration)
- 8 storytelling / narratives - lived experience  
- telling / hearing
- 9 listening courses

## 5. Communication

Over three meetings in February 2018, faculty took up the outcome of Communication:

The ability to communicate effectively, ethically, and creatively for a variety of situations and purposes, using written, spoken, visual, material, and/or digital modes.

### Brainstorming/Ideas:

- This challenge on communication should also be about understanding different cultures.
- There should be cross-disciplinarity and a focus on communication skills.
- Incorporate “task-based learning” that is connected to “real life”, perhaps related to a “keystone” or capstone experience/project, which is developed along the four years, including study abroad.
- Avoid a business focus to communication (as in the elevator speech that will get you a job or sell a product). The focus should be from the Humanities, with an emphasis on the public good, and a focus on DU’s mission.
- Link communication to its different real-life applications, expressions, and modes, beyond writing and public speaking.
- Communication has to be meaningful, personal, with opportunities to grow in relevant ways.
- Have a “great communicators” series that invites conversations about what makes someone a great communicator.
- Important to keep in mind that communication (teaching communication and doing communication well) takes time. It is time intensive.
- If the curriculum had communication at its core, it could be taught through two sequences:
  - “Self” and “Other” sequence
    - First class focused on knowing oneself, social identities, positionality.
    - Relate social identities and positionality to experience and social interactions.
    - Develop the practice of self-reflection.
  - Second class focused on learning how to communicate with others.
    - Develop reflexivity. Can I listen, share a space, and communicate?
    - Distinct focus for majority and minority identities.
- “Skill-building” and “Skill-practice” sequence
  - Understanding communication as a medium, which can have manifestations in capstone/keystone projects, e-Portfolio, and others.
- Early in the sequence, focus on learning the fundamental communication skills. What are those skills would need to be carefully defined, understanding multiple expressions and modes. Some of those skills/modes could be: listening, small-group, on-line, decision-making, reflexivity, relationality.
- Progressing in the sequence leads to many opportunities for practicing/applying communication skills. Transferable skills that students need to learn and also identify as transferable.
- The curriculum should create opportunities for connections, between students, between faculty, between students and faculty, and between disciplines/contents.

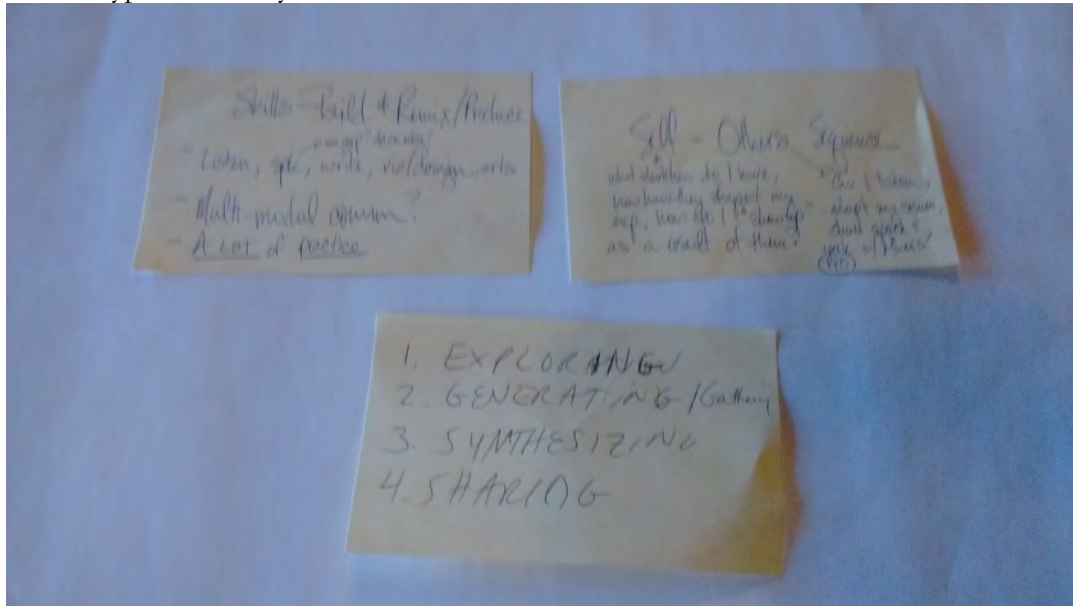
- Opportunities to co-teach, teach across disciplines/courses. Bringing resources, and students and teachers together. Cohorts of students and teams of teachers. Projects that cross contexts, experiences and the like.
- Interdisciplinary writing.
- Projects that go beyond the classroom.
- Intentionality.
- “Platooning” (team of teachers with distinct specialties work with a cohort of students).
- Classroom and courses could help community building at DU.
- Implementing ideas like these (team teaching, cohorts, intentionality) would be a big change for DU. Would DU fund it?
- Resource-a-Palooza. There should be a big meeting, similar to Design-a-Palooza, where, once some prototypes have been defined, stakeholders discuss about resources that would facilitate or complicate the implementation of the prototypes. At least department chairs and deans should be part of such conversation. Part of the goal would be to build democratic processes, transparency, and accountability.

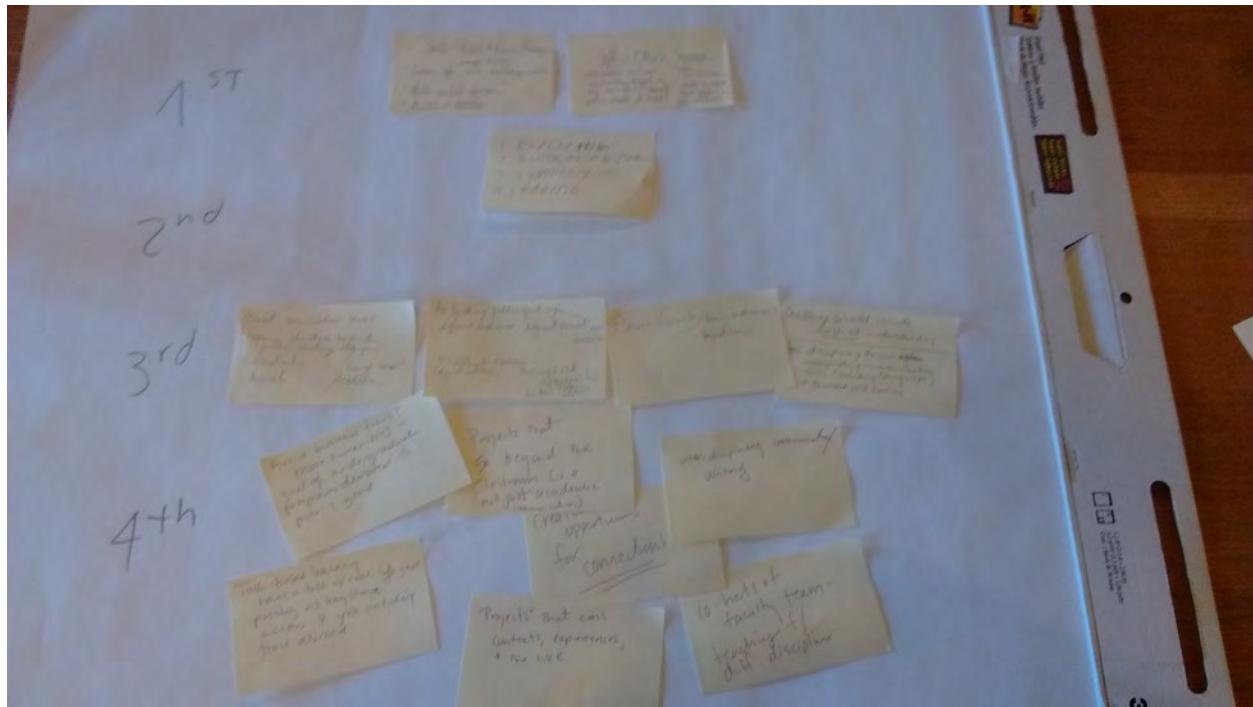
## Prototypes

### 1.

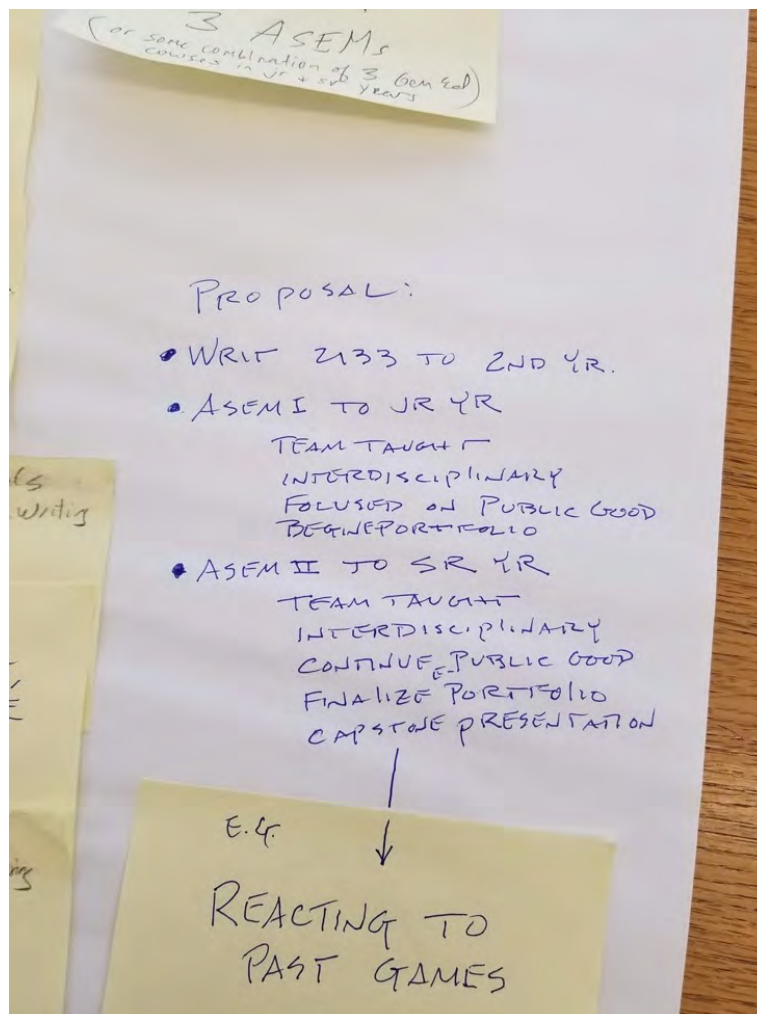
- The group thinks that the only way to respond to current and future needs is to make a big change. We need to blow it up!
  - Consider changing to a semester system that promotes community building, a sense of belonging, student cohorts, and faculty teams.
  - Sense of belonging and community building may prevent and/or address some of the issues that students deal with through Campus Life support.
  - Do we need to re-think the majors?
  - Needed budget and management changes need to be discussed with transparency through a Resource-a-Palooza.
- A General Education curriculum over the four years could be organized around the following:
  - First year: Exploring
  - Second year: Generating
  - Third year: Synthesizing
  - Fourth year: Sharing
- The curriculum would incorporate the two sequences outlined in step 1 above: the “Self” and “Other” sequence and the “Skill-building” and “Skill-practice” sequence.
  - “Skill” may not be the best word. Perhaps “habit” or “practice” would encompass what we mean when we include “skills” like reflexivity and relationality.
  - The first year could focus on skill-building (skills to communicate effectively and ethically), and the second year on making connections (communication skills applied across common curriculum, major and minor).
- A one year re-imagined FSEM (with a different name) would implement the sequence during the first year, with some of the following elements:
  - Defining the communication skills/habits/practices
  - Have interdisciplinary teams of teachers capable of teaching these skills/habits/practice

- Perhaps Writing faculty should be integrated (as opposed to separated in their own program, as it currently is), and writing can be considered one of the important communication modes to master, but not the only one.
- Reflection, e-Portfolios, study abroad, capstone/keystone projects could be also intentionally linked.
- The General Education curriculum could continue during the second, third and fourth years through year-long sequences, or one-semester courses, or two-quarter courses.
- Faculty development and support will be fundamental for the implementation of the new curriculum.
- There is a need to eradicate the sense that teaching faculty are somehow less than other types of faculty.





2.





## 6. Quantitative Reasoning

Over three meetings in February 2019 faculty discussed the outcome of Quantitative Reasoning:

The ability to use quantitative methods responsibly in addressing questions and solving problems.

### Brainstorming

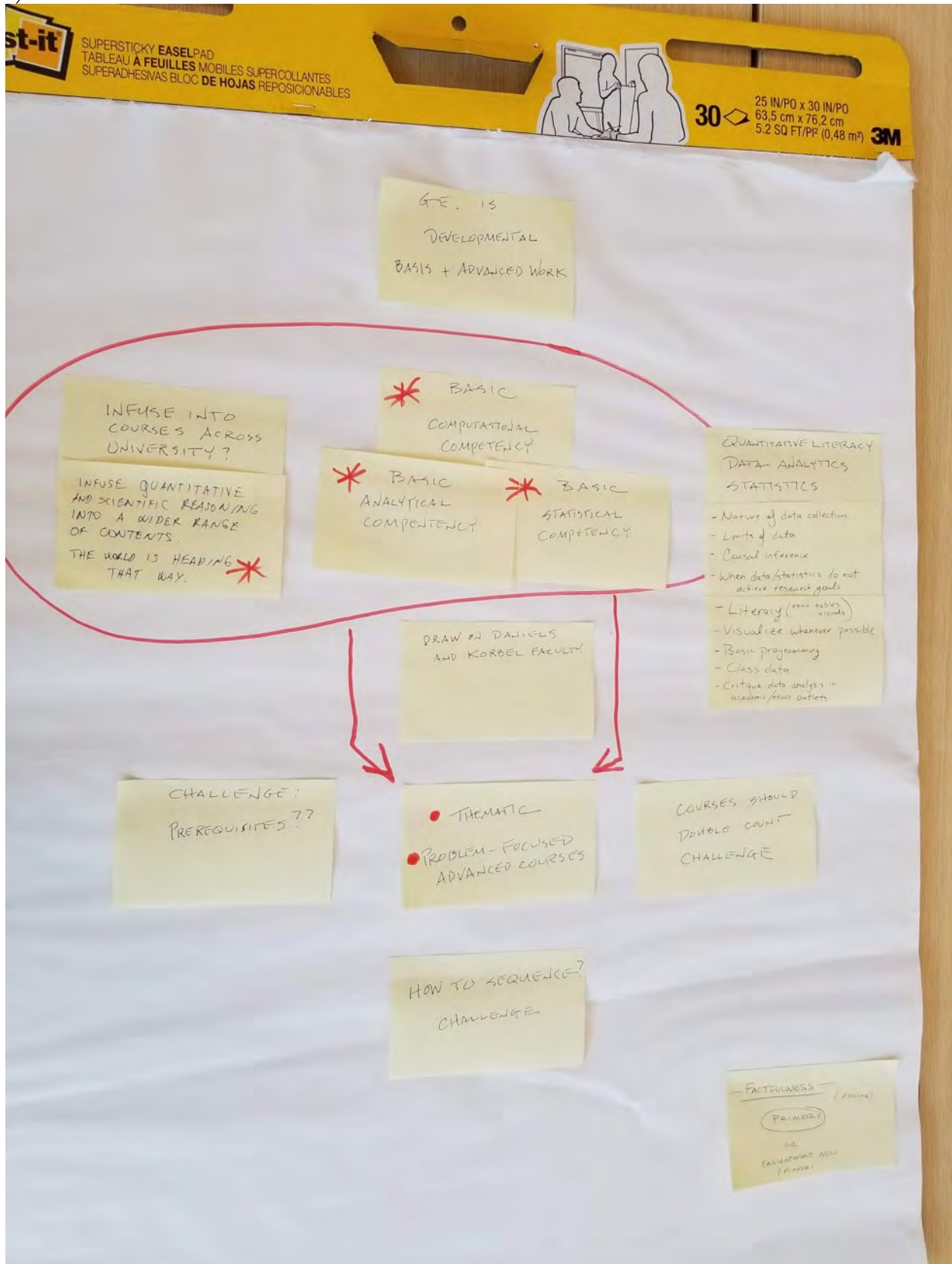
- Challenge students to find a disturbing published statement or graph and challenge the math or method, and can be in any course (it is already a learning objectives in the science & inquiry courses)
- Statistics is housed in many departments
- Statistics should be required of every student and the above “challenge” could be placed in the statistics course
- Should this objective (using quantitative methods responsibly) be an objective in other courses?
- How to use the numbers/data generated by software programs should be an objective of some courses where the faculty have expertise
- This challenge could be a feature of any course in the Gen Ed
- We don’t know whether or not students graduating from DU today have the ability to use quantitative methods responsibly to address questions and solve problems. But the sense is that the students do not have enough of the competency, and we need more.
- Eliminate FSEM and make them take math
- ASEM can address this quantitative methods competency: Writing component, and interdisciplinary and reviewed by a committee; there was training for the faculty in the writing component
- There could be a “quantitative reasoning” designation for courses—could be in both Gen Ed and in major courses
- Understanding computer coding—they should have the experience of doing a bit of computer coding
- Quantitative reasoning boot camp
- Communication among departments needs to be improved; public seminars every week and the faculty in these Gen Ed courses communicate with the other faculty who are teaching major courses would know what is being taught in the Gen Ed curriculum
- OTL has something like this and we could scale it up.

### Prototypes

1).

- Designated quantitative reasoning courses need to be small class sizes: 24 students
- Students would need to take a certain number of courses in quantitative reasoning.
- Have students find a published statement or graph, and challenge it, examining the math, reasoning, etc. —information literacy—responsible critical consumers of information; it is a responsibility to be critical of what they are reading and seeing

2).



## 7. Collaboration

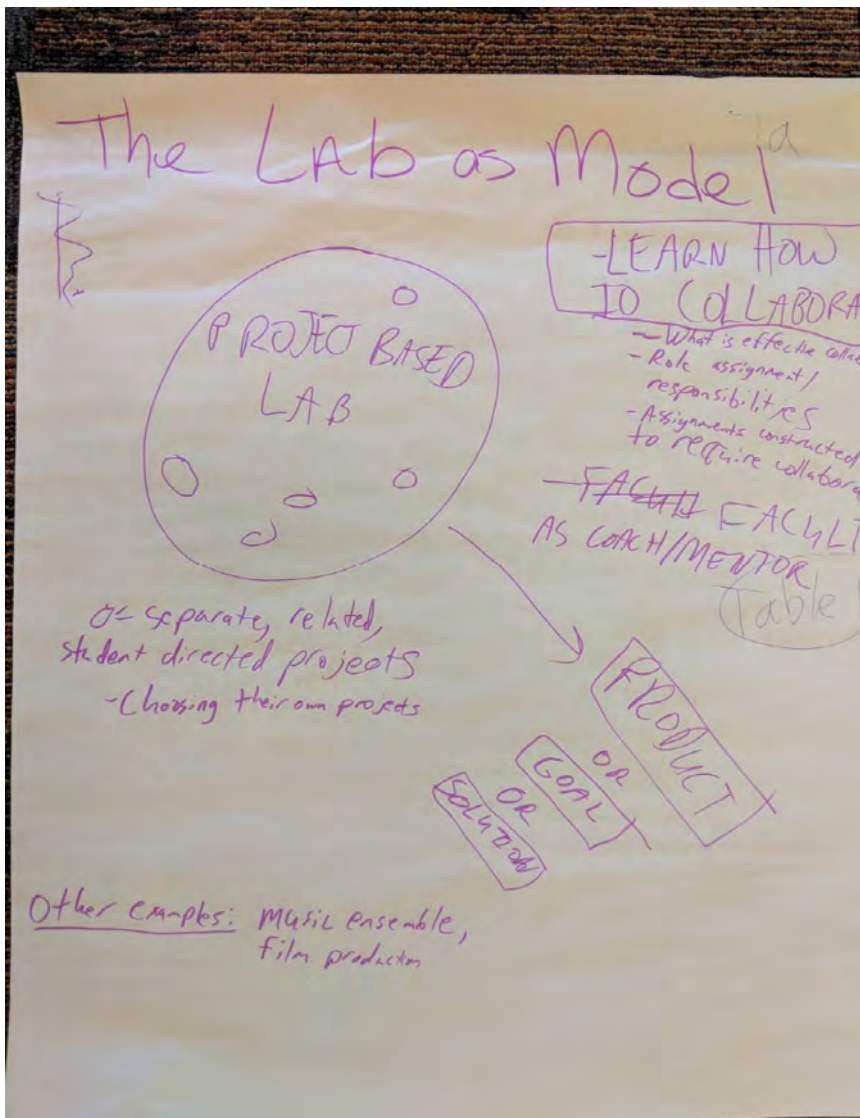
At the Design-a-Palooza event in December 2018, three tables took up the Collaboration outcome:

The ability to work productively with others and to collaborate effectively and ethically with different communities.

### Idea Summaries

1). A four course sequence that includes - team taught classes - team-based projects (big and small) - problem-based learning anchored in real world problems - reflection (through eportfolios) - intentionality (throughout the common curriculum) - learning moments that lead to the ability to take multiple perspectives on a problem - ownership of learning – self-awareness exercises - an outward facing multi-disciplinary final project. The sequence builds throughout the students' time at DU.

### Prototypes



# Collaboration

## Outcomes

Leadership/self-awareness  
Multi-perspective  
Problem-based → Practical, authentic  
Group settings w/ diversity  
Multi-disciplinary focus w/in/extracurricular faculty

Table 11  
+ Table 12

Challenge

#3

Multi-year, Multi-perspective, multi-faculty  
(Small group/cohort)

Goal → learning moments that take a multi-perspective  
process to/un problems

Theme → Intentional. Flexible. Meaningful. Reflective.  
Students take charge of their own education (agency).

Process → eportfolio



## 8. Experiential Learning

Over three meetings in February 2019, faculty discussed how to best implement the Experiential learning outcome:

The ability to apply general knowledge and skills in experiential learning settings.

- Brainstorming
- Maker spaces
- Community engaged
- Beyond the confines of the classroom
- Practicum / internship
- Study abroad
- Undergraduate research
- Project-based
- Peer element / collaborative learning / students teaching each other
- Production element — creating or producing something (even if it just an experience)
- Parameters / goals, things that need to be accomplished, but the process is not defined, the participants have some agency in figuring out the process
- --Interdisciplinary Practicum: lies outside classes, and students apply to join teams on projects
- --Service learning (as aspect of major or gen ed?)
- --Problem or project-based attribute for courses
- --Capstone/keystone final project or internship
- --Extended LLC, to support projects beyond first year
- --Study Abroad/Study Away: a broader notion of study abroad, including domestic/local sites
- --Undergrad research symposium but in general education
- --Practitioner teaching/lectures, introducing “external” problems/projects
- --Community-engaged problems, issues
- --“Citizen Science” and projects that can be done by students with basic knowledge; crowd-sourcing
- --a “significant experience” out the major
- --projects tied to the Grand Challenge
- --Making better use of the interterm, with better funding for students
- --Helping students make sense of experiences they have, through reflection
- --support more off-campus trips
- --create better pre/post “away” experiences: preparation and reflection
- --find ways for students to apply class experience more broadly to everyday life
- --encourage students to think outside the box
- --enhance student listening skills particularly in relation to other situations
- --create practicum experiences that don’t happen with classes
- --use videos to introduce concepts
- --create internship funding so students can do unpaid internships
- --have students reflect on work experience, connecting it to studies

- --create “experience” portfolio similar to the portfolios piloted a few years ago
- --have students complete class projects in which they gather and analyze data or information
- --create an attribute designation for projects, for courses
- --create longer duration community partnerships so that there aren’t fits and starts
- --make students create a public artifact
- --connect students more with communities
- --foster undergraduate research within the common curriculum

### **Experiential Learning Commonalities**

- 1). Community/Public Facing
- 2). Projects could continue longer than 10-week quarter duration
- 3). Creation of artifacts or portfolios

### **Prototypes**

#### **Experiential Prototype 1**

Envisioned 3 different tracks, ways to satisfy EL requirements that are part of General Ed

1. Full courses that are dedicated to things like internships, externships, practica, capstone projects (these would typically be in larger chunks of credits 4-12QH)
2. Parts of courses (projects, field work, etc) that are experiential (these would typically gain the student 1-2 QH of “experiential credits”)
3. Co-curricular items that would not take credits, but would still help with requirements. This was termed the “Portfolio Approach”. This is things like students being CSSEL Associate, PINS projects, some workstudy appointments (e.g., writing center), volunteering.

1 and 3 would require some credentialing by a committee. The portfolio approach would require a student-generated plan to be submitted and approved early on in the process.



summer or interterm opens possibilities, but questions of cost arise, since financial aid doesn't pertain, and since there are opportunity costs.

2. Practicum. We could set up some projects that exist outside specific courses, so that they're not attached to a specific course but, rather, existing and ongoing. Students could apply for a spot on one of these projects, having to demonstrate particular skills and experiences in order to be accepted. One big advantage of this is that the projects could be of longer duration, not beholden to the 10-week quarter, and individual faculty wouldn't have to create partnerships, etc. Perhaps these can be connected to the Grand Challenge initiative.

3. Project attribute. We could specify that students need to complete one or more courses that have a "Project" attribute. The criteria to earn that designation would have to be carefully specified, as something other than, say, a term paper. For example, perhaps this must be tied to a deliverable or artifact intended for "external" use or an external purpose. There's an element of applying "theoretical/conceptual/academic" knowledge to circumstances or needs in the world. Some of these course projects would necessarily be low level, as students aren't majors and won't have deep knowledge. But there are even "translation" projects in which students repurpose academic knowledge for a public audiences that could serve some value. Projects could be celebrated on campus in a gen ed research symposium.

4. Creating longer duration, ongoing projects. Right now a problem is that 10 weeks is often not enough to start and end a partnership with a community member. Instead, we should seek to create ongoing, longer term frameworks that students could enter and leave, in a fashion that's somewhat invisible to partners. For example, we establish a literacy project with schools that can depend on trained students showing up across the year. This might work best with a "clinical coordinator," someone with an established professional role to be the contact with the partner and to handle screening issues, training issues, evaluations, etc. Of course, these wouldn't necessarily be for external projects only. There may be ongoing campus initiatives. For example, the Sustainability Program could use students gathering and analyzing data as, for example, through a bike program.

5. One idea for longer duration, co-curricular projects is establishing several "clinics" whereby people could come to DU for help. The clinics in Law are an example. We've played around with a Writing Clinic, Maybe there's a Food Bank or other kinds of services that we set up "storefronts" (physical or virtual)/

6. A third idea is for DU to set up projects that communities don't necessarily request but which produce materials of interest and value to those communities. The history department's project concerning war veterans is an example. There could be oral/community history projects. There could be water/air quality projects. There could be surveys and analysis. Some of these could benefit from grant funding, obviously, but paramount would be creating experiential learning for students. Grand Challenges may offer a structure.

7. We agreed that community service/engagement/projects shouldn't be required of everyone. Students might seek that path, or they fulfill any requirement through course-based projects, for which we'd established some qualifying criteria. In larger classes (80 or more), there can be formidable barriers to faculty time and expertise, and perhaps these can be addressed through pairings (class X plus writing or class X plus statistics, etc.). Too, certain kinds of projects would need some financial support or, at least, access to expertise. Others might not.



## 9. Reflection

During meetings in February 2019, faculty met to discuss the Reflection outcome:

The ability to reflect meaningfully on relationships among areas across the general education curriculum; between general education and their majors and careers; between personal goods and public goods; and between intellectual and other aspects of living.

### Brainstorming

- Moments embedded in courses to have them make connections
- Work some a similar definition of reflection
- Need faculty support
- Mentors for students
- Eportfolio
- Connection reflect to the major
- Outside moments for reflection (co-curricular)
- 1 credit class based on their major for reflection
- Embedding maps or visual representation of how they understand their Gen Ed courses connecting to their major
- Faculty advisors for student organizations need support and then the FA can helps students see connections
- Change registration systems so they don't just take whatever course they can get into or that fits with their schedule
- Change course schedules because courses are back-to-back and no time in between classes for reflection and impromptu chats (e.g., staggered start times of classes; on Wednesday between noon to 2pm there are no courses)
- Year-long FSEM with advising built-in or an "interest group" that all take the same classes
- Year-long courses
- Thematic Gen Ed: classes in different departments but based on addressing themes and/or questions (Stanford model)
- Changing our transcripts with color coding of themes to help students understand their degree audit (mapping or visual representation of our courses; sustainability themed courses were highlighted in green, or social justice courses had different colors; etc.)
- Take away the false confidence that students know what they are doing
- Not allowing them to declare majors until Year 2
- Capping the number of classes that can be taken in any department in the first year
- Changing advising; not having major advising until Year 2; not permit major advisors to delete pins
- How can we weaken the instrumental focus of students of "I take this course for this specific outcome"
- Shift the burden to the students to justify things
- Departments are incentivized to "trap" students in their majors

- How does Columbia pitch its core? They have been teaching the classics forever; how do they sell it to their students? Grad students across disciplines get trained to teach core courses and they get paid more than to TA in classes in their field; then there is a community among the grad students and the undergrad students are taught by these young grad students. And it keeps it fresh.
- Self-designed major options
- Justify the courses they are taking next quarter and even having them justify their major
- Need cross-disciplinary area studies (like African Studies; Latina Studies, critical ethnic studies; etc.)—can be a thematic
- More Korbel and AHSS cross-disciplinary
- Course conveners and then faculty cycle in every 2-3 weeks and the conveners pull all the material/topics together; conveners guide the reflection (European and S. Africa model)
- Better integration of study abroad: weave in CCESL or something else get woven in—need required before and after courses; could have faculty at DU connect with the faculty at our 135 partner schools
- More multi-quarter courses (FSEM, ASEM) and try to harness summer quarter to hold reflection classes that span their internship or study abroad experience or something (could be cross-disciplinary)
- Eportfolios: prizes, gallery, etc. – need more motivation
- Student groups: get funds; they apply for a grant to lead a campus-wide activity or debate that has some kind of reflection components
- Block of time in the schedule for campus-wide speakers (Marsico speakers); a “community hour”
- More class trips and/or speakers that are fodder for reflection; have more money to get speakers into their courses
- Capping the number of majors (and minors) they can do; if a class doesn’t have an immediate application the students do not understand why they would take it
- Speakers on the value of breath of Gen Ed
- Have something like the One DU book or speaker for every year; liberal arts is not about a pure cost-benefit analysis
- We are missing a sense of community, so we could have a thematic idea or year-long course, etc. so they are always connected; cap it at 30 students;

### **Prototype**

You can’t declare your major until Winter Quarter 2<sup>nd</sup> year

You collect classes with one theme

Faculty and student groups: support, grants; being together and making connections; incentives for faculty for class trips; more speakers on the value of breath; yearly orientation activities on a theme; early education about what the disciplines are; block of open time in the schedule; capstone project and present and

reflect; PiNS and undergraduate research required of all students and connect to the Public Good

Majors and advising: how many majors and minors; limit # of courses in one department in the 1<sup>st</sup> year; no departmental advising the first year; color coding of the transcripts;

Thematic Gen Ed and year-long courses with theme coordinators (or faculty course release); need incentives for course work development (can be dangerous for junior faculty for a \$500 honorarium for CCESL course development). There are perverse effects of this.

What are the students supposed to get out of it? The themes help the students “get it” and provides context. And faculty need take-aways for trying something new.

Reflection: It a critical practice embedded into learning opportunities that permit students to understand the past and build toward the future. Moments to tap into their cognitive and meta-cognitive learning and meaning making and very thoughtful about their future experiences. 360 degree. Allows them to become active, intentional participants in what they are learning. It is an intentional practice.

It is not the same thing as analysis. Reflection is far more personal and rhetorical. Make them uncomfortable and make students see inwards and be vulnerable and move away from the instrumental view of education. Rationality with a human edge—meaning making. Being intentional about your life choices.

They learned about reflecting on life itself. Providing space for students to reflect on themselves and their lives. More ways to bring students in as leaders. There needs to be strong student leadership components.

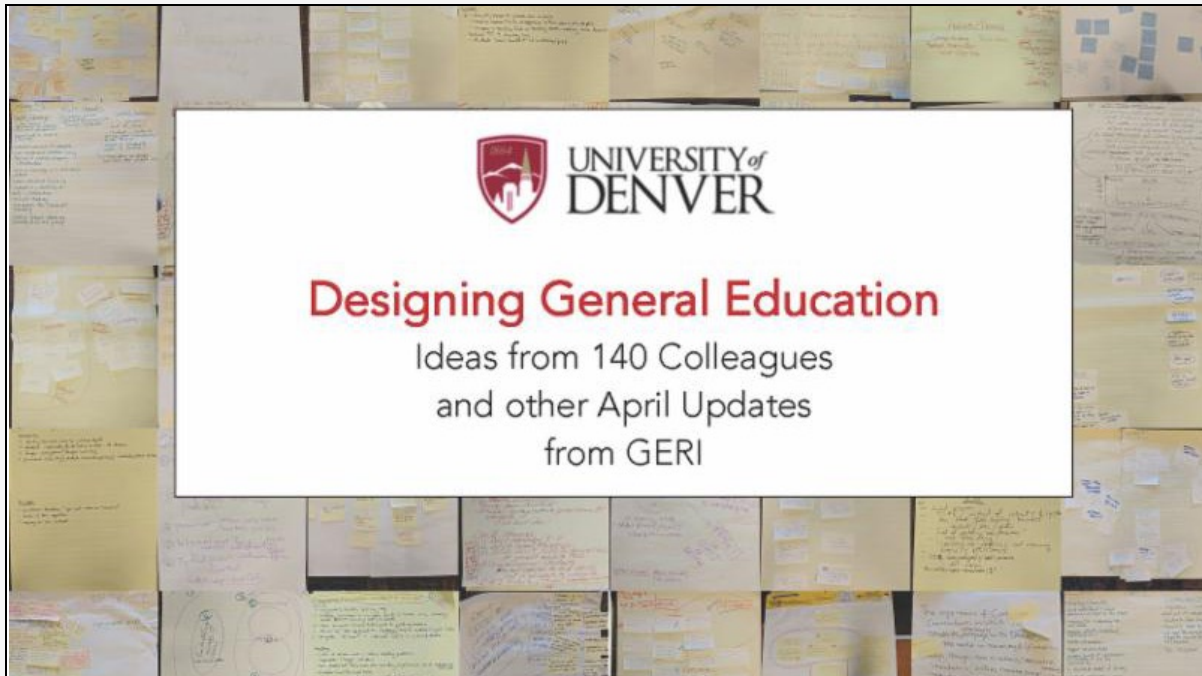
Reflection is the response of the isolation and seeming meaningless of the modern world. To connect to the broader context of life. Pick a topic you care about. How to have autonomy.

**Subject:** DU General Ed. Update

**Date:** Tuesday, April 30, 2019 at 4:17:02 PM Mountain Daylight Time

**From:** Doug Hesse, GERI Committee

**To:** Douglas Hesse



[Visit the GERI Portfolio site](#)

### The Quick Version

The detailed email below explains

- Why we're considering revisions to the Common Curriculum, citing identified needs, opportunities, and threats;
- Why, consistent with The University of Denver's vision as "A great private university dedicated to the public good," we're proposing The Public Good as a complex, engaging, and flexible framework for general education;
- How we've been attending to the campus-wide ideas generated during the design sessions;
- What's next.

Dear Colleagues,

We're writing with updates on the general education review and inquiry process. From the Faculty Senate, we received a thorough and productive analysis of ideas we shared in March. That input is helping guide us toward a proposal. We also continue paying attention to ideas we received from over 140

colleagues through the various design sessions (more on that below); to needs we identified through the 2017-18 faculty and student inquiry process; to the scholarly literature on general education and how it plays out at peer institutions; and to DU's strategic vision and circumstance.

### **Why revise general education?**

Some colleagues still occasionally ask why we're considering changes in the Common Curriculum. The answer lies in a combination of opportunity, need, and—to be blunt—institutional identity. As we laid out in October 2017, DU Impact 2025 created a broad opportunity to ask whether the Common Curriculum might better contribute to DU's strategic vision. As part of that inquiry process, we surveyed and interviewed over 200 faculty and 400 students, and we closely analyzed the strengths and weakness of existing requirements. That process identified needs and opportunities that we explained in our March 2018 report to the faculty:

1. Whatever the substantive merits of the current DU Common Curriculum, neither students nor faculty understand its logic and purpose to an extent that is desirable.
2. A general education program that clearly manifests integration and purpose is desirable.
3. The learning outcomes in the Common Curriculum do not currently foster coherence and purpose, even though they are well-intentioned.
4. There is a disparity between the DU Undergraduate Learning Outcome for community engagement and the representation of community engagement in the Common Curriculum.
5. Diversity and inclusivity are manifested in the Common Curriculum learning outcomes and requirements much less than they are in the Undergraduate Learning Outcome for Engagement with Human Diversity.
6. Any general education program at DU must leverage the strengths of the university and embody its mission and vision.
7. Whatever revisions are made as a result of the review process, the program clearly will need to be accompanied by a significant communications effort, plus significant ongoing faculty development and learning.

For the survey basis of these findings, you may refer, once again to Select 2017 Faculty Survey Results and Select 2018 Student Survey Results.

Our inquiry happened against a backdrop of challenging demographic realities. Numbers of traditional college age students are diminishing, and longstanding assumptions about the value of attending college are eroding in the popular press and public imagination. DU will increasingly compete to attract and retain students for whom “trust us; it's good for you” is an insufficient

rationale. Most of us on GERI disdain the language of “value propositions” in relation to general education requirements, and share a deep belief in knowledge for its own sake. But we’re also pragmatic about DU’s health and vitality.

We need to engage students in all aspects of their educations, including the crucial fraction of general coursework that lies alongside disciplinary and career aspirations. The good news is that we can frame general knowledge in ways meaningful to college students, intellectually compelling to faculty, and clearly essential to a fractious world confronting complex challenges: scientific, social, economic, aesthetic, and political. The even better news is that those frames resonate with the DU Vision.

(As background on the current scene of general education, see [a recent article in Inside Higher Ed](#) about far-reaching changes at several colleges and universities. Or see Cathy Davidson’s recent book, *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux*, characterized in “[Throwing Down the Gauntlet: The Need to Revolutionize Higher Education](#),” or see “[Advancing the Liberal Arts in an Age of Demographic Change](#)”)

The combination of opportunities, needs, and threats create important conditions for reinvigorating general education. That said, we fully understand and experience ourselves the accelerating proliferation of initiatives at DU. We won’t propose changes lightly.

### **Why “The Public Good?”**

Our desire to foreground “the public good” as a broad organizing theme came most directly from the DU Vision statement. That vision is core to who we say we are. (If it’s not, we should change it!) “The Public Good” was the most popular idea at Designapalooza, with seven groups tackling that challenge.

In her [DU Impact 2025 framing letter](#), Chancellor Chopp underscored that, “Democracy and education in this country share common values—a commitment to equal opportunity, our wariness of the inertia of tradition, a restlessness with the status quo and our quest always to make society better. We are a people who believe passionately in the rights of the individual and the importance of the common good—as well as an obligation to work toward a better world” (iii).

We understand “the public good” as a complex construct, subject to ongoing debate and competing definitions. (One might even forward an Ayn Randian perspective: there is no public good.) The very idea of what constitutes the public good(s)--for whom, when, and why--should be a key ongoing issue for general

education, especially as “the public” itself grows increasingly diverse and global. It’s a concept to define, interrogate, enact, and reinvent rather than something presumed or given. The public good as we’re construing it has neither a narrow political agenda nor a narrow service manifestation. Questions about and knowledge toward the public good are present, at some level, in every discipline. Every discipline has a stake. We imagine that explicit focus on the public good will vary in degrees across different requirements within general education but that its shaping influence will be visible in the program as a whole. Here, once again, is the mission of general education we produced last year:

**The mission of the general education program at DU, emanating from our vision to be a great private university dedicated to the public good, is to foster in each undergraduate the knowledge, skills, and critical abilities that are crucial to informed, responsible, and effective participation in civic, scholarly, and professional lives.**

### **How is GERI paying attention to ideas from the design sessions?**

--Attentively, though our work isn’t done. The desirability of thematic sequences or clusters came up repeatedly in our design sessions, and that idea was reflected in the prototypes we shared. So were frequent calls for a more thematically unified first year and for an electronic portfolio.

A dozen design sessions produced over 90 posters of materials. Even the briefest summary of ideas generated runs 40 pages. We’re continuing to draw from deserving ideas, which sometimes compete with one another. If only we had a 25-course, 100-credit general education program. . . .

### **Consider several proposals from these design sessions, in thumbnail fashion:**

- Two required courses on diversity, first and second year, plus optional third and fourth year courses, constituting a concentration in diversity for those who do the additional courses.
- A four-course companion sequence progression called “Information Research Practices,” one each in natural science, social science, arts, and humanities, focusing on “discovery,” “curation,” “interpretation” and “communication.”
- Build an engagement/service component into study abroad, simultaneously creating for others a “domestic” opportunity through ongoing projects organized at the university level, aligned with Grand Challenges, project structures that students could join without individual

faculty continually having to create them. These could take many forms, including clinics.

- Create a number of courses in different disciplines, from the first year and beyond, focusing on Denver as site and laboratory.
- A 60-credit requirement, with 32 hours in first year on Awakening Intellectual Curiosity, 16 hours in second year on Integrating Knowledge, 8 hours in third year on Individual Agency, Social Responsibility and Justice, 4 hours in fourth year in Experiential Learning.
- Change to a semester system to promote community building.
- To foster collaboration, require a four-course sequence consisting of team-taught, team-based “lab-like” classes anchored in real-world problems.
- Create three tracks to satisfy experiential learning requirements: full courses dedicated to internships, practica, capstones, etc. (4-12 CH); parts of several courses that are experiential; co-curricular projects that wouldn’t be for credit.

As you can see, colleagues have generated a trove of ideas—and the list above is but a fraction.

### **What next?**

GERI is meeting weekly and considering various permutations and combinations of ideas. There are multiple moving parts. As we create a sufficiently complete model, we’ll invite feedback, revise, and repeat, with the goal of having a full proposal by the end of the academic year.

We expect that faculty development and support will be a key element of any revision, however small, and our final proposal will describe the support required and request a commensurate budget.

Sincerely,

Doug Hesse (Writing and English), on behalf of the Committee: Alejandro Cerón, Anthropology; Barbekka Hurtt, Biological Sciences; Tonnett Luedtke, Academic Advising; Kateri McRae, Psychology; Nic Ormes, Mathematics; Gregory Robbins, Religious Studies; Matt Rutherford, Computer Science; Billy J. Stratton, English; John Tiedemann, Writing; Cheri Young, Hospitality.

PS: If you need a quick refresher on GERI’s work, with links to key documents, please see [GERI in One Page](#).

---



Appendix G: Image of the GERI Portfolio Site

Home

General Education Review and Inquiry Committee

Documents Related to Review of General Education at DU, Launched 6-6-17

Committee Overview

The Expanding and Enhancing the Learning Environment cluster chairs, Jennifer Karas and Danny Mcintosh, worked with the academic units, Faculty Senate and Campus Life & Inclusive Excellence to create this committee. They invited all deans to nominate potential members, and self-nominations were also solicited.

From Doug Hesse's first email to the Committee:

"We will be utterly consultative with constituencies on campus, most centrally the faculty; thoroughly informed by best thought and practice on general education across the country, both in the professional literature and in campus practice; absolutely attentive to the unique mission, position, and resources at DU; grounded in analyses of our current general education program, our campus contexts and aspirations; and open to a range of intelligent possible outcomes, with nothing predetermined at the outset. (Pragmatism must surely and ultimately infect any recommendations, but its entry can productively be delayed.)"

More information? Please see the October 18, 2017, "GERI Letter to DU Faculty," a copy of which is included below. Or contact Doug Hesse: [dhesse@du.edu](mailto:dhesse@du.edu) or 1-7447.

Members

- Doug Hesse, Chair, Professor of English and Executive Director of Writing
- Barbekka Hurtt, Teaching Assistant Professor of Biological Sciences
- Tonnett Luedtke, Director of Academic Advising
- Kateri McRae, Associate Professor of Psychology
- Nic Ormes, Associate Professor of Mathematics
- Gregory Robbins, Associate Professor of Religious Studies
- Billy J. Stratton, Associate Professor of English
- John Tiedemann, Teaching Associate Professor of Writing
- Cheri Young, Associate Professor of Hospitality

Previous members

Chris Coleman, Professor of Emergent Digital Practices

Matt Rutherford, Computer Sciences

Alejandro Ceron, Anthropology

Alison Schofeld, Religious Studies

GERI Letter to DU Faculty 10-18-17.docx

Updated GERI Timeline with Faculty Senate - Nov. 2018

How to Quickly Catch Up on What GERI's Been Doing

GERI in One Page

GERI in One Page1.docx

If you've only got five minutes, read these Nov. 2018 Quick Documents For the Faculty Senate.

With another 10 minutes, you might catch up on GERI's March 2018 Interim Report.

5 minutes more? Here's the 2017 report on the Parameters of General Education.

Minutes and Meeting Documents

Wide Contexts for General Education

AAC&U College Learning for the New Global Century (2008)

AAC&U General Education Transformed Intro.pdf

AAC&U Recent Trends in General Education (2015)

AAC&U The LEAP Vision Summary (2011)

All AAC&U Value Rubrics.pdf

Alai, rev. of Weimer Assessing General Education (2007)

Gen Ed in the 21st Century, U California Report (2007)

Five Articles from The Teaching Professor on Gen Ed

Gen Ed at DU Comparison Schools.docx

Gen Ed Comparison at Selected Comparison Schools

DRAFT of Gen Ed Comparison School Report

Hanstedt Gen Ed Essentials Introduction (2012)

Three Resources through Penrose--Some Excerpts Elsewhere in Resources

Realizing General Education, Ch. 1&2, Wells (2015)

History of Gen Ed Excerpt, Wells

AAC&U Employer Student Survey (2015)

Wells-2016- ASHE, Higher Education Report.pdf

AAC&U 2018 Employer Research Report.pdf

Reforming Gen Ed\_v2\_Chronicle of Higher Education (2018)

Additional Literature on Gen Ed

Additional Materials from the AAC&U 2018 Employer Survey Report: 'Fulfilling the American Dream: Liberal Education and the Future of Work'

1 Key Findings

2 HIPS

3 HIPS Executives

4 HIPS Hiring Managers

5 Engaged Learning Practices

6 Global Outcomes

Recent Trends

General Education Design and Pedagogy (2015)

Other AAC&U Publications

Educating for Democracy (Strategic Plan, 2018-22)

Trends in General Education & Assessment Design (2016)

General Education Maps & Markers (2015)

Education for a World of Unscripted Problems (2015)

Falling Short? College Learning & Career Success (2015)

General Education & Liberal Learning (2010)

Revising Gen Ed & Avoiding the Potholes (2009)

High Impact Educational Practices (2008)

College Learning for the New Global Century (2007)

Teagle Foundation Documents

In Search of Curricular Coherence: Full Report (2018)

Committee Reports

Report on Faculty Perspectives of ASEM (Sept. 2017)

Select Findings from Common Curriculum Survey (Dec. 2017)

Parameters of General Education (Dec. 2017)

Comprehensive Update to All Faculty - Jan. 3, 2018

General Education Interim Report - Mar. 2, 2018

Updated GERI Timeline - June 15, 2018

Final Draft Mission, Vision, and Outcomes for Gen Ed - June 15, 2018

Synopsis of GERI Work to Date - Oct. 17, 2018

Quick Documents for Senate - Nov. 2018

Chancellors Roundtable Documents - Nov. 2018

Whole Group Notes Chancellor's RT - Oct. 17, 2018

Designapalooza 1-11-19 Final Plan.docx

Design-a-Palooza Preliminary Raw Compilation Report - Jan. 16, 2019

Designapalooza Syntheses.docx

Presentation to CAHSS Chairs 2-1-19 1.pdf

A Series of Idea Generating Sessions 2a.docx

Short Design Events (Minipalooza) Schedule - Feb. 2019

GERI Individual Prototypes Compilation11.docx

Committee Reports - Community Only

GERI Faculty Survey Open-Ended Qs Coded - DH

GERI Faculty Survey Results

7 Slides from Faculty Survey.pptx

Basic Raw Student Survey Report.pdf

GERI Student Survey Q 12 Key.docx

GERI Student Survey Open Question Coding.xlsx

GERI Student Survey Q 11 Coding Key.docx

GERI Student Survey 3.1.18.pptx

Incomplete Interim Survey Report.docx

draft Parameters of General Education11.pdf

General Education Interim Report 3.2.18 (B).pdf

General Education Interim Report 3.2.18.pdf

This report contains a table of contents with links to sections. You may have to use "View - Table of Contents" to see.

GERI Organizing 6-6-17.pdf

Informal Minutes GERI Committee 6-6-17.docx

Email 6-29-17 Summer reading.docx

GERI Committee Notes 9-13-17.docx

Proposed Focus Group Protocol Students GERI.docx

DRAFT faculty GERI survey.docx

Student Learning Outcomes Undergrad and Common C

10.11.17 GERI Committee Notes.docx

Gen Ed Conversation 11-13-17 Noon.pdf

GERI Meeting Notes 1-19-18.docx

GERI Agenda 1-31-18 Email.docx

GERI Informal Minutes 1-31-18.docx

GERI Meeting Notes 4-25-18.docx

GERI Meeting Notes 5-9-18.docx

Mission, Vision, Outcomes General Education 5-30

Revised DRAFT of GERI Learning Outcomes 5-30-18

GERI Meeting Notes 5-30-18.docx

DRAFT of GERI Round 1 Design Sessions.docx

Entering the Design Phase for General Education.

GERI Prompt Preference.xlsx

Initial GERI Faculty Designing Session.docx

September 2018 Minutes of the General Education

GERI Minutes January 16 2019.docx

GERI Minutes January 30, 2019.docx

GERI Minutes February 6 2019.docx

Minutes for GERI Committee Meeting 2-13-19.docx

GERI Meeting Notes 17 April 2019.docx

July 8 2019 GERI DRAFT Final Proposal.docx

GERI Notes July 8 2019.docx

Draft GERI Minutes 9.18.19.docx

GERI Committee Notes October 15, 2019.docx

Plan for February GERI Short Design Sessions Minipalooza Schedule 2-11-19.docx

In Search of Curricular Coherence: Summary (2018)

Gen Ed Literature Reviews and Surveys

A Brief History of General Education (2016)

Gen Ed Reform: Unseen Opportunities (2013)

Additional Materials may be found on the Academic Planning Committee Portfolio Site

Historical and Archival

GERC 2009 Confidential Files

Historical DU Gen Ed 2007 1997 1970s Earlier.pdf

Gen Ed Review Memo 4-9-08

History of Core Curriculum (Core Committee, 2004)

Email to Deans for Nomination to Committee - Mar. 25, 2017

Gen Ed Review and Inquiry Committee Formation Documents

Original GERI Review Timeline: Dec. 2017

GERI Emails to Faculty

GERI Email to Faculty - October 18, 2017

GERI Email to Faculty - November 3, 2017

GERI Email to Faculty - November 7, 2018

GERI Email to Faculty - January 3, 2018

GERI Email to Faculty - January 11, 2018

GERI Email to Faculty - January 16, 2018

GERI Email to Faculty - March 3, 2018

GERI Email to Faculty - May 10, 2018

GERI Email to Faculty June 18, 2018--Mission, Vision, Outcomes

GERI Email to Faculty - October 8, 2018 --Entering Design Phase

GERI Email to Faculty - Nov. 26, 2018

GERI Email to Faculty - Dec. 19, 2018

GERI Email to Faculty Jan. 22, 2019

GERI Email to Faculty Feb. 5, 2019.pdf

GERI Update 4-30-2019.pdf

Three Generative Prototypes from GERI.pdf

Results from GERI Vote 8-13-19.docx

Design-a-Palooza Individual Table Reports

Table 1 Report Compiled.docx

Table 2 Report Compiled.docx

Table 3 Report Compiled.docx

Table 5 Qualtrics Report.docx

Table 6 Report Compiled.docx

Table 7 Report Compiled.docx

Table 9 Report Compiled.docx

Table 10 Report Compiled.docx

Table 11 Report Compiled.docx

Table 12 Report Compiled.docx

Table 13 Report Compiled.docx

Table 14 Report Compiled.docx

Table 15 Report Compiled.docx

Table 16 Report Compiled.docx

MiniPalooza Reports

Mini Design session notes from Cheri Young 2-18-19

Minipalooza notes from Alejandro Ceron 2.12.19

Minipalooza notes from Alejandro Ceron 2.19.19

Mini Design notes from Cheri Young 2-21-19

Mini Design Posters Robbins 2.19.19.pdf

Communication Ideas, Campbell.docx

Minipalooza Human Cultures Feb 21.docx

Mini design on Feb 25 2019.docx

GERI-mini-palooza Physical world - 2/26

Experiential Learning Session 2-27-19.docx

Experiential Learning Session 2-28-19.docx

Experiential Learning -2-27-18--Mission, Vision, Outcomes

MiniPalooza Report Compilation

Faculty Design Idea Generation Report 3.4.19-4-3.pdf

A compilation of faculty posters.jpg

Committee Proposals

Draft of a Faculty Gen Ed Institute - John

GERI - NSM Gen Ed proposal

DU Common Curriculum Framework--Stratton

N Ormes GERI prototype.docx

GERI template McRae.docx

GERI DRAFT Final Proposal.docx

Ballot Detail for 5 GERI Decisions.docx

GERI Proposal 9.19.19 For Impact Analysis.docx

GERI Proposal 9.19.19 For Impact Analysis.pdf

APC Report for GERI

APC GERI Report\_Final\_3\_22\_1911.pdf

Second DRAFT Response to Senate.docx

2018 Student Survey on Common Curriculum.pdf

2017 Faculty Survey on Common Curriculum.pdf

GERI Reply to Senate & APC Analysis of Prototypes.pdf