

# DU Portfolio

## 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 the Center for the Study of the American West

## General Education Review and Inquiry Committee

### Quick Documents

Gathered for the Faculty Senate  
November 9, 2018

For convenient review, we've written a short **Synopsis** of the GERI process since inception (ii), reproduced the **Mission, Vision, and Outcomes** (iii), provided a **Timeline** (iv) and included excerpts from two key reports: **Parameters of General Education: A Primer** for the DU Community (1) and An **Interim Report** from GERI (8), and the June 15, 2018 **"Final" Draft of Mission, Vision, Outcomes** (19).

All documents (including this one) have previously been shared with the faculty and are available on the GERI Portfolio site continuously updated at

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

## General Education Review and Inquiry

### A Synopsis to November 9, 2018

Alejandro Ceron, Anthropology; Doug Hesse, English and Writing; Barbekka Hurtt, Biological Sciences; Tonnelt 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.  
*On Leave:* Chris Coleman, Emergent Digital Practices, and Laura Sponsler, Morgridge College of Education.

**Contact:** Doug Hesse, GERI Chair | [dhesse@du.edu](mailto:dhesse@du.edu) | 303.871.7447

We provide a synopsis of our work to date, including links to key documents. Those, with dozens of others, remain available to the DU Community on the GERI Portfolio site at <http://portfolio.du.edu/GenEdReviewInquiry2017>.



## Inquiry to Design

The process of exploring revisions to the DU Common Curriculum, as a part of implementing Impact 2025, began in March 2017, when a call went out to the Faculty Senate, undergraduate deans, and student affairs to nominate members of a committee. The twelve-member General Education Review and Inquiry Committee (GERI) was appointed in May, held an organizational meeting in June, read over the summer, and began its work in earnest in September.

**An Inquiry Phase** across 2017-18, focused on understanding the existing DU Common Curriculum. We gathered and summarized faculty and student responses to it, researched campus and national contexts for general education (through Impact 2025, on the one hand, to various AAC&U and similar initiatives on the other), then reported our analyses to the campus. During the process, over 200 DU faculty and over 500 DU students provided ideas and responses, some of them multiple times. In addition, the GERI Committee reviewed the professional literature on general education, studied programs at twenty DU comparison and exemplar schools, and discussed the DU mission, vision, undergraduate learning outcomes, and Impact 2025. GERI sent interim reports to the campus community on [January 3 \(Process and Conceptual Framework\)](#), on [March 5 \(a 100+ page report of findings from our inquiry\)](#), and on [June 19 \(a summary of the year's work\)](#). That last report included GERI's "final" statements of the Mission, Vision, and Outcomes for general education at DU. While the MVO statements can be adjusted (and certainly should be, in response to compelling reasons), we have since turned to a design phase, explained in an October 8 email.

**The Design Phase, 2018-19**, will build the curricular requirements and/or course features that best enact the Mission, Vision, and Outcomes. This phase must happen with the active and intensive contributions of faculty across campus, in a series of collaborative opportunities. We'll invite ideas for delivering the learning outcomes, placing a premium on exploratory and innovative approaches. GERI is working carefully with the Faculty Senate through this process, with the Chancellor's Roundtable on October 19 the most visible opportunity to date. It involves, gathering, summarizing, and synthesizing ideas; circulating ideas out for response, critique, and improvement; and organizing additional to further generating and refining. We'll solicit input both through in-person sessions and through digital/asynchronous means, and we'll use online means to record, distill, and map ideas. We've created three crucial drafting checkpoints: March 1, April 1, and May 1, 2019. This fall we've ended up focusing primarily on process matters, including creating questions and prompts, saving actual design and drafting work until we hear from others.

We keep open the possible adjustment of the Mission, Vision, and (especially) Outcomes; however, those revisions will come through the design phase, not reopening fundamental inquiry. If campus groups would like to meet with GERI, including to engage in a design session, please contact Doug Hesse.

# Mission, Vision, and Outcomes of General Education at DU

GERI, June 2018

## 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:

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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:

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.
2. 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.
3. A critical understanding of human diversity and the importance of social, historical, and cultural identities in addition to one's own.
4. The ability to evaluate evidence and source materials and to employ them responsibly.
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.
6. The ability to use quantitative methods responsibly in addressing questions and solving problems.
7. The ability to work productively with others and to collaborate effectively and ethically with different communities.
8. The ability to apply general knowledge and skills in experiential learning settings.
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.

## General Education and Review Committee Selected Timeline

Note: All documents (including this one, with live links) are available in the GERI Portfolio at <http://portfolio.du.edu/GenEdReviewInquiry2017>

2017	
March 25	<a href="#">Calls for committee nominations</a> to deans, senate, student affairs
May	Committee appointed by provost
June 6	1 <sup>st</sup> Meeting of the GERI Committee
Summer	GERI Committee Reads; <a href="#">GERI Portfolio Site</a> launched
Oct. 18	All faculty email: <a href="#">GERI update and FAQ</a>
Oct. 31-Nov. 13	Student focus groups in ASEM courses
Nov. 3	All faculty email: <a href="#">invitation to participate in survey</a>
Nov. 11-15	Faculty discussion groups in AAC 290
Dec. 5	All day retreat in Mountain View Room
2018	
Jan. 3	All faculty email sent: <a href="#">Process &amp; Conceptual Framework report</a>
Jan. 11	All Faculty Email sent: <a href="#">Invitation to Faculty series on Undergraduate Gen. Ed.</a>
Jan. 16 and 22	Faculty discussions in AAC
Jan. 26	Student Survey distributed
Mar. 5	All faculty email: <a href="#">Comprehensive Interim Report</a>
April 25	Mission and Vision draft approved for discussion in campus groups
May 2-9	Meeting with four groups of faculty nominated from departments, with APC
May 10	All faculty email: <a href="#">update on Mission and Vision</a>
June 19	All faculty email: <a href="#">Final Draft M&amp;V Statement and update on 2017-18 work</a>
August	Beginning of close conversations with Senate leaders about design phase
Oct. 8	All faculty email: <a href="#">entering design phase</a>
Oct. 17	<a href="#">Faculty discussion</a> at Chancellor's Roundtable
Nov. 9	GERI Activity at Faculty Senate Meeting

## 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

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<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

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<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

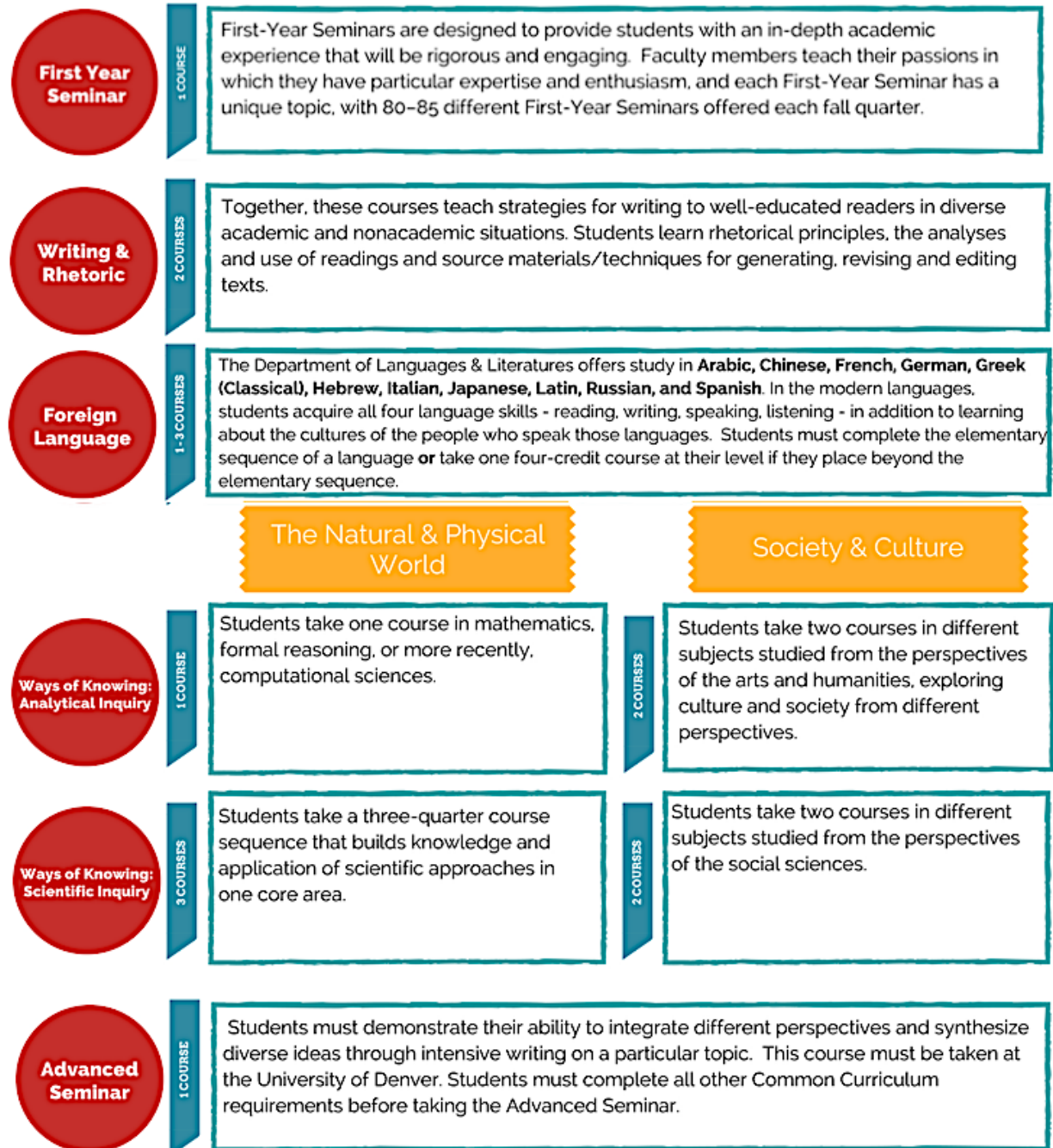
measurement, followed by analysis through statistical means. Qualitative research gathers systematic observations (through interviews, open-ended surveys, ethnographic observation and so on) of phenomena and subjects them to interpretation. Textual (or artifact-driven) research analyzes and interprets 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							

# General Education at DU

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

March 1, 2018

### 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 interim conclusions. 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. Our work has generated the following conclusions:

- A. Whatever the substantive merits of the current Common Curriculum, neither students nor faculty understand its logic and purpose to the 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 don’t foster coherence and purpose, even though they’re well-intentioned.
- D. There is a mismatch 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.
- G. Whatever revisions are made as a result of the review process, the program will need to be accompanied by a significant communications and faculty development/support efforts.

These initial conclusions have opened a number of additional questions for inquiry, and our committee will invite 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 Other Schools (pg. 11-26)
- B. Findings from the Faculty Survey (pg. 27-45)
- C. Findings from the Student Survey (pg. 46-96)
- D. Communications and reports to faculty to date (pg. 97-105)
- E. A 25-year History of General Education at DU (pg. 106-108)
- F. Timeline (pg. 109-110)

## 1. Current National Contexts for General Education

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Professors have debated what universities should require of students for centuries—and with particular vigor since the 19th century rise of the majors/research model of the American university. 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 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 central purpose can be identified 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 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 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 called 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 or 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 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.

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

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

In terms of the possible 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 obvious 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 and research traditions, and 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 further Common Curriculum courses, in the major, and in civic life. They 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 that the practices and values of different societies 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 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 is 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 studied 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.

## **3. 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, through two means. First, we asked 714 faculty in fall to complete a survey. Some 180 of them did, including extended written comments, and 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, also providing written comments. You can see results 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 in 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.

One 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 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 vast menu to fit interests.

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

In the name 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. 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 experiences in the curriculum.

**D. There is a mismatch 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 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 the outcome. While the campus reasonably imagines communities external to DU, 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.” Now, as with community engagement, one might contend that diversity is most focally treated major, minor, or co-curriculum or that 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 faculty, mission, and vision. While this needn’t mean devising a program that is absolutely unique, it should be clear from anyone looking at it 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 learning.**

Student knowledge about the rationale and goals of general education at DU cannot be confined to Discoveries Week or occasional messages. We need to embed it in advising, in the ways we help students choose majors, and also in the curriculum itself 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.

## 4. Further Questions for Exploration

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

- A. Given the frameworks of general education as an individual good, a social good, and an institutional good, what should be the emphasis or mixture 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 do we want the learning outcomes of general education at DU to be?** 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 section.
- 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 features/elements of general education courses be a way of creating coherence? (For example, writing, statistical reasoning, presentation skills, knowledge/understanding of diversity, 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 that matter to us in designing and assessing the program? Requiring that all students take all CC at DU would certainly present "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 functions 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, but *how* we teach it — 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?

## 5. Next Steps

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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 discussion opportunities organized around specific questions or 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 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 or ideas.

## **General Education Comparison Schools**

A more in-depth comparison can be found in Appendix A of the General Education Interim Report

Colorado College  
Texas Christian University  
Southern Methodist University  
University of Puget Sound  
University of Southern California  
Santa Clara University  
George Washington University  
University of San Diego  
Syracuse University  
University of Miami  
American University  
Gonzaga University  
DePaul University  
Stanford University  
William and Mary  
University of Minnesota

## **“Final” Draft Mission, Vision, and Outcomes for General Education**

June 15, 2018

**DU General Education Review and Inquiry 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

- Shared in an email to the DU faculty on June 19, 2018.
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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 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.