

Appendix 2

THE GENERAL EDUCATION PROGRAM at COLORADO COLLEGE

REQUIREMENTS

The General Education program, requiring a minimum of nine blocks of study, calls on students to engage critical learning broadly through three fundamental components: six blocks of Critical Learning across the Liberal Arts; two blocks of Equity and Power; and three blocks of Critical Engagement through Language. Critical Learning across the Liberal Arts courses fall into six categories: Analysis and Interpretation of Meaning; Creative Process; Formal Reasoning and Logic; Historical Perspectives; Scientific Analysis; and Societies and Human Behavior. No course may count for more than one general education requirement (with the exception of Equity & Power courses), and students must take and pass all General Education courses with a minimum grade of C- or S, with the exception of CC100.

I. **First Year Foundations** (2 blocks)

One in Critical Learning across the Liberal Arts and one in Critical Engagement through Language:

- CC100 Critical Inquiry Seminar (1 block)
CC100 courses meet both the CC100 learning outcomes and fulfill one of the six Critical Learning across the Liberal Arts categories;
- CC120 First-Year Writing Seminar (1 block)
CC120 courses meet both the CC120 learning outcomes and fulfill one of the three Critical Engagement through Language blocks.

II. **Critical Learning across the Liberal Arts** (5 remaining blocks)

One in each of the remaining Critical Learning across the Liberal Arts categories, i.e., the categories not taken in CC 100.

III. **Equity and Power** (2 blocks)

Two courses (2 blocks) fulfilling the requirements for Equity and Power credit. Each Equity and Power course may also meet a Critical Learning across the Liberal Arts requirement.

IV. **Critical Engagement through Language** (2 remaining blocks)

Two courses (2 blocks) of language study in the same language at Colorado College. These courses are capped at eighteen students.

DETAILED COURSE INFORMATION

First Year Foundations

Taken in a student's first two blocks of study at Colorado College, these two courses provide an introduction to disciplinary scholarship, the nature of the liberal arts, and learning on the block. In the first block (CC100), students begin to understand the liberal arts as a specific kind of community comprised of various epistemological and methodological cultures. The goal of this class is to help students understand that different fields of study construct and organize knowledge differently, each with its own paradigms and assumptions. The second block (CC120) builds on the outcomes of CC100 to engage students in understanding the relationship between disciplinary practices and writing. The goal of this class is to help students understand that each discipline operates within specific discourse communities each with their own structures, styles, and forms. In doing so, this sequence provides a foundational framework for the work students will undertake throughout the General Education program at CC.

CRITERIA & REQUIREMENTS

CC100 and CC120 may be taught on a related subject by the same professor, or they may be taught by two different professors, one per block, on topics that do not necessarily have to relate to one another. The Director of Academic Programs & the Directors of the Writing Program will oversee the course proposal and scheduling processes.

Courses will be linked to maintain student cohorts over the course of the two blocks. This requirement pertains to all incoming students, including transfer students.

CC100: Critical Inquiry Seminar

Taken during the first block of study at Colorado College, CC100 fulfills both the learning outcomes associated with the CC100 course and the outcomes of one of the Critical Learning across the Liberal Arts categories. It is an inquiry- or problem-driven seminar, grounded in the specific disciplinary practices of the faculty teaching the course. While rooted in the disciplines engaged in the course, it is intended to engage students in broader conversations about the nature of scholarly inquiry in the liberal arts.

CRITERIA & REQUIREMENTS

To facilitate thinking about knowledge production in a comparative framework, courses will be paired with each other via a shared topic, question, theme, etc. These clustered courses will offer convergence experiences for their students to discuss and compare the different approaches to knowledge creation taking place in their respective courses. Faculty will coordinate with the Director of First Year Experience to develop these clusters and convergences.

CURRICULAR SUPPORT

The Director of Academic Programs and other academic support units will facilitate various learning communities and workshops to support the development of strategies for using inquiry- based pedagogies and teaching disciplinary thinking.

CC120: First-Year Writing Seminar

CC120 Writing Seminars are intended to help students understand the ways that writing is a way of thinking through and about disciplinary content and the ways in which meaning is created and communicated within a discipline.

In CC120 courses, students will build on concepts of critical inquiry introduced in the CC100 Critical Inquiry Seminar to explore the ways in which disciplinary scholars create and transmit knowledge both within and outside of their fields. This course functions as the second foundational block for an entry to a given discipline, and makes the processes of scholarly production, the structures, and expectations of disciplinary writing visible. These courses, like the CC100 courses, can be inquiry or topic based, where students can use a disciplinary case study to gain skills, habits, and processes that will transfer to courses beyond the foundational.

CRITERIA & REQUIREMENTS

Normally taken during the second block of study at Colorado College. This seminar, taught by a single professor, is capped at sixteen students, who comprise a cohort that in the previous block took CC100 together.

Students who do not pass CC120 with a minimum grade of C- or S must take and pass a Writing Intensive course in their first year of study at Colorado College.

CURRICULAR SUPPORT

The Directors of the Writing Program and other academic support units will facilitate various learning communities and workshops to support the development of strategies for teaching disciplinary writing practices and processes.

Additional academic support for students will be offered through the Colket Center for Academic Excellence.

Critical Learning across the Liberal Arts (6 blocks, one in each of six categories)

A signature liberal arts education for the 21st century will empower students to engage critically a range of experiences, inquiries, and practices, reflecting on their own participation and

alternative possibilities. We encourage all students to reflect on inquiry and practices across the liberal arts and bring their general education formation into their curriculum of study in their majors and electives.

CATEGORIES

Analysis and Interpretation of Meaning

In Analysis and Interpretation of Meaning courses, students will explore the many ways in which meaning is created, developed, contested, and transformed. In these courses, students will analyze and interpret texts, objects, or other forms of cultural expression.

Creative Process

Creative process constitutes engagement in the generation and development of novel ideas or productions. These courses are designed to offer students an understanding of principles that underlie creative processes and a meaningful experience of creative work. All courses will involve engagement with critical or contextual frameworks, creative experience, and reflection. While some courses might entail cultivation of a particular art form, other courses might focus on using creative modalities for idea generation and problem solving in any discipline.

Formal Reasoning and Logic

Formal reasoning and logic are concerned with the deductive form of argument where first principles or established facts are used to reach a conclusion. Logic, therefore, becomes a tool for seeking answers and set of skills for discerning conflicting statements, opinions and ideas.

Historical Perspectives

This category encompasses many pasts and historical traditions. It encourages an awareness of the diversity of experiences and modes of meaning-making across times and places. Potential topics of consideration include continuity and change, multiple conceptions of time and memory, constructions and critiques of historical narratives, comparative histories, power and agency and the formation of identities, and questions of causality.

Scientific Analysis

Scientific literacy requires an understanding of how experimentation, data collection, and systematic observations of phenomena are used to formulate and test hypotheses, identify and predict patterns, and explain phenomena and relationships.

Societies and Human Behavior

Courses in this category encourage students to grapple with social issues in the contemporary world by engaging with empirical, descriptive, and/or interpretive approaches to human interactions. Potential topics of consideration include human behavior, social patterns, cultural phenomena, agency and constraint, and the relationship between individuals and larger social structures.

Equity & Power (2 blocks, which may be taken as part of the Critical Learning across the Liberal Arts categories)

Engaging questions of equity and power, in both U.S. and global contexts, is essential to a liberal arts education. Courses that fulfill this requirement expect students to examine how systems of power create and shape notions of self, relations with others, access to resources and opportunities, and the production of knowledge. In these courses, students develop analytical and interpretive tools and/or reflective habits and interpersonal skills for thinking critically about how inequities are produced, reinforced, experienced, and resisted.

CRITERIA AND REQUIREMENTS

Students must take two one-block courses designated as fulfilling the curricular goals of the Equity & Power requirement. One block must be focused on the United States, and the second on a society outside of the United States, with encouragement to seek varied epistemologies and practices. Any Equity & Power course may simultaneously fulfill any Critical Learning across the Liberal Arts requirement. All faculty are invited to submit courses for consideration to be included as meeting the criteria for Equity & Power credit. The administration will also make available funding to support the development of Equity & Power courses across the curriculum.

CURRICULAR SUPPORT

Faculty will participate in a workshop during New Student Orientation or at the end of the previous academic year on how best to foster inclusive learning environments that maximize the possibility for all students to thrive. Several other workshops will be organized during the block of instruction in order to continue these deliberations. During the block, students will also participate in several seminars outside of classroom hours to learn how to participate in the building of an inclusive learning community.

Critical Engagement through Language (3 blocks)

One block of CC120 (see above)

Two blocks of Language Study at the College Level

Language Study at the College Level (2 blocks)

Language Study at the College Level develops language skills along with an essential awareness and knowledge of diverse linguistic traditions and cultural

contexts. Language study is a critical means of promoting diversity and inclusion and of understanding a wide range of human experiences, both throughout history and across contemporary societies.

Clarifications

Students who wish to take languages not offered at Colorado College:

The faculty welcomes the study of languages not offered at the College, but like any other course transferred to CC from elsewhere, such courses must be reviewed and evaluated for credit. The interdisciplinary program in Southwest Studies, for example, accepts indigenous languages to satisfy their major requirements.

Students who transfer in one unit of language not offered at Colorado College may take one block of another language offered at the College.