

# CONTENT CRITERIA

## Summary of Feedback -- Content Criteria

GT Pathways Content Area & "the Issue"	Summarized Faculty Comments	Possible Resolution & Follow-Up
<b>GTMA1: Mathematics</b>	<u>UCD-All faculty:</u> The success of separate learning objectives for SS1, SS2 and SS3 raised the question as to why a similar tactic wasn't applied to the range of mathematics courses in MA1. The term 'course appropriate' may work in MA1, but will put more subjective pressure on gtPathways reviewers.	Math faculty respond?
<b>GT-CO: Written Communication</b> - Order of content from CO1 to CO2 to CO3. - GT-CO courses should contain Critical Thinking and Reading competencies.	<u>CSU-Composition Dept.:</u> ...the order of the content criteria seems odd to me and is not parallel with the competencies in terms of the sequence of assessable items... lists conventions BEFORE development and evidence... ... competency in reading and critical thinking are prerequisite to and part of competency in writing.	This CO1 to CO2 to CO3 issue needs to be resolved before CCHE approval.
- Where to teach citing references?	MSU Denver-Art Dept: I do wish they would include something in the assessments about written communication... Also, the PowerPoint mentioned the debate around what level students should be introduced to citation and my answer is level 1 (or whatever the first level is). This is something that I think cannot be repeated enough and should be introduced right away, by freshman year of high school at least. So my vote is teach citation early and often ...	Same as above
- Complete CO2 and then transfer to institution w/o CO3	<u>UCD-All faculty:</u> The current problem of students starting in CO2 but transferring prior to taking CO3 remains.	Same as above
- Same as above	<u>GE Council:</u> It seems "the spreading of content (grammar, writing, information literacy, research writing, citations) across CO1, CO2, and CO3 was deliberate and supported by English faculty in attendance at F2F. Therefore, I don't believe English faculty see this as a problem that transfer advisors do... CU Denver is struggling with CO1, CO2, and CO3 issues..."  Should/could "CO3 advanced writing course in the discipline...be outside gtPathways?"  "The failure of the content description for written communication to delineate specific outcomes for CO 1, 2, and 3 is a problem that dates from the establishment of gtPathways."	Same as above
- Good	<u>MSU Denver-English Dept.:</u> we are good with them.	none

<b>GT-AH: Arts &amp; Humanities</b> - Creative Thinking good. - Require Written Communication competency too.	<u>CSU-School of Music, Theatre &amp; Dance</u> : The inclusion of the Creative Thinking competency is logical for this area and we support it and the defined content areas listed for assessment... recommends the inclusion of Written Communication as a second essential competency.	AH4 faculty respond about requiring Written Comm?
- Cultivate appreciation of ecology	<u>MSU Denver-History Dept.</u> : we should include something about the environment, the natural world, and the inter-connectedness of all things.	AH group respond?
- Either/Or choice with SLOs - Lacks ethics	<u>UCD-All Faculty</u> : ...with either/or approach of SLOs, a disjunction is created when only one objective is fulfilled... lack an explicit focus on ethics ...	This needs clarification. What is the either/or approach?
- Too many goals to cover - Set different goals	<u>WSCU</u> : ...sheer number of goals impossible to cover in one class... [see proposed goals in Feedback spreadsheet]	AH faculty respond to proposed goals?
- Assess Written Communication	<u>MSU Denver-Art Dept.</u> : Include something about Written Communication in assessments	Same as above—AH faculty respond?
- Require Critical Thinking in AH3	<u>FLC</u> : Add Critical Thinking to AH3	Same as above—AH faculty respond?
- Good, do-able	<u>WSCU</u> : “I like these changes a lot.”	none
<b>GT-SS: Social &amp; Behavioral Sciences</b> - Content goals unreasonable	<u>MSU Denver-History Dept.</u> : ...statements are highly subjective and the goals are likely unreasonable and unattainable.	SS faculty respond?
- Keep writing requirement	<u>MSU Denver-Poli Sci Dept.</u> : opposed to removing the writing competency as a requirement for GT-SS1	SS faculty respond re keeping writing requirement?
- Diversity not appropriate for Psych - Keep writing requirement	<u>WSCU-Psych</u> : Psychology - ..concerned about the Address Diversity outcome. Lots of issues have a diversity component (though Pscyhology is not primarily dealing with power structures or world views), ... but this is likely to only be a very minor aspect of General Psychology assessment. Emphasizing writing would be a much more productive competency for psychology.....	How/should Psych faculty handle diversity?  Keep writing requirement?
<b>GT-SC: Natural &amp; Physical Sciences</b> - Keep writing requirement	<u>UCD –All Faculty</u> : concern about the reduction in writing competency learning objectives.	Keep writing requirement?