

Faculty Forum

By and for the Faculty of the University of Denver



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History of the Core and Curriculum Governance by Susan Sadler & Les Goodchild

The “Core” curriculum was created in 1984 as the foundation for undergraduate studies at the University of Denver. In its original form the Core curriculum included thematic interdisciplinary studies at the 0xxx and 1xxx levels. Most students enrolled in these year-long liberal arts and sciences courses during their first and second years at the University. In many ways the original Core curriculum reshaped the predominant academic mindset regarding design and implementation of undergraduate general education requirements. The Core curriculum presented undergraduates with an integrated experience that takes the student beyond traditional area requirements to consider interdisciplinary topics and approaches. Since original inception and implementation of the Core, the University of Denver has been cited as one of 12 resource institutions nationally for its innovative curriculum. Also in the mid-80s, “The College” was instituted as the administrative body for the undergraduate academic experience at University of Denver. Charles (“Chuck”) Cortese served as Dean of The College until 1989. Judy Snyder was Dean of The College until the administration was restructured under the Vice-Provost model.

In 1992, graduate and undergraduate administration and curriculum governance were reorganized under a Vice-Provost Administrative Model. This model was the result of a joint effort between the Academic Planning and Executive Committees of the Faculty Senate and the Provost. It was approved by vote of the Faculty Senate on October 8, 1992. The preamble to the Vice-Provost Model reads as follows:

The administrative emphasis of this plan is on faculty governance in quality academic programming. It would involve reorganization of the office of the Dean of the College and Office of the Dean of Graduate Studies. Not only would the plan eliminate the structural anomalies which for years have plagued The College, but it would also make possible an intensive, faculty-centered and faculty-owned examination of general education in the

much larger context of academic programming in our departments, divisions, sch

The Faculty Senate did facilitate faculty discussion of the Core 2000 proposal and a Senate/faculty vote. Linda Cobb-Reiley, then Faculty Senate President, scheduled three faculty fora (open meetings between faculty, administrators and members of the Core Curriculum Committee) during January and February, 1995. The meetings addressed: 1) What is Core? What are integrated, interdisciplinary studies?; 2) Structural changes to Core; and 3) Resource allocation for Core. As a result of faculty input in these meetings, the proposal was revised and senators were urged to have discussions with their departmental constituencies. The Core proposal revisions and the Core proposal as a whole were voted on at a special Faculty Senate Meeting on Friday, March 3, 1995. The voting process followed procedural motions that were approved in the Faculty Senate Meeting of February 24, 1995. As reflected in the minutes of the Feb. 24th meeting of the Faculty Senate, these motions were as follows:

1. CORE revisions (the Feb. 18 proposal) will be voted on at a special Senate meeting at 12 pm Friday, March 3, 1995.
2. The vote will be on the CORE Curriculum proposal as a whole.
3. Senators will cast their individual votes on the CORE Curriculum proposal by written ballot at the Senate meeting designated for the vote. These ballots will be tallied by the Executive Secretary of the Senate and the Chair of NCR who will then destroy the ballots and report the outcome of the vote to the Senate.
4. At the meeting designated for the vote, one Senator from each department or school and the College of Law will submit a form (provided by the Senate office) indi

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