

Key Components of a Common Course

Common Courses are **team-taught, multidisciplinary** offerings that are specifically geared toward second-year students. (Second-year students will be given priority at registration; first-year students may enroll as space allows.) The key components of a common course are as follows:

- The design and teaching is undertaken by a **team of faculty members** (no more than four) representing several different disciplines.
- Common courses engage a **theme or question that is particularly urgent for our times**.
- These themes or questions are approached from **multiple disciplinary perspectives**, enabling students to fulfill two distribution requirements. In particular, students should get substantive experience with at least two disciplinary approaches and have the opportunity to reflect on these different ways of addressing a question. Some of these interdisciplinary conversations must take place in the classroom, and be modeled by the faculty members.
- Common Course should emphasize sustained dialogue around at least one core **transformative text**.
- Each course should include **cohort-building** as one of its explicit goals and should include numerous experiences for students to **learn collaboratively**.
- While there are many options/models in terms course of structure — e.g. independent classes with common texts, classes that rotate through different instructors over the course of the semester, a regular mix of separate and full-group meetings, etc — all common courses must feature **at least some shared elements as well as smaller group experiences**. Based on experience, the two preferred models are: **1) classes that rotate through different instructors (with no more than three rotations), and 2) independent classes with common texts and shared events**.

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