

Coaching Through the DU Curriculum

1:00pm

Discoveries Orientation 2025



Welcome!

- Say hi to your fellow parents and families –
Where are you traveling from?

Presenters



April Osborne, M.Ed.

Assistant Director,
Academic Advising &
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Rachael Liberman, Ph.D.

Faculty Director, FSEM & ASEM
Teaching Professor of Media, Film and
Journalism Studies



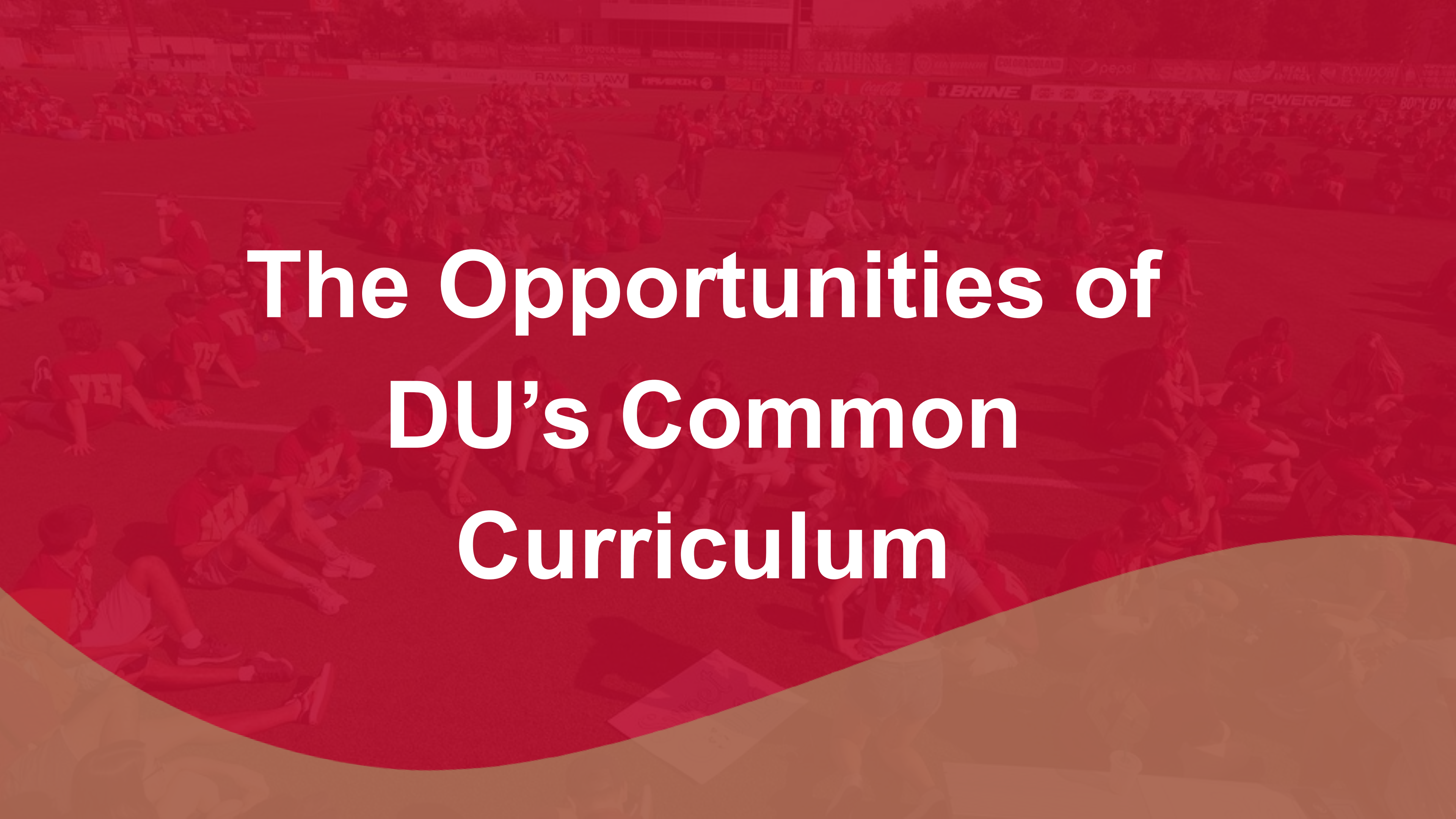
Kristy Firebaugh, Ph.D.

Assistant Vice Provost for Student
Success



Today's Session

- The Common Curriculum at DU
- Coach approach skills
- Coaching through the curriculum
- Q&A



The Opportunities of DU's Common Curriculum

General Education, Curriculum & Growth

Common Curriculum & Social Context: Preparing students to be nimble, resilient, and intellectually curious

“Education is a social process; education is growth; education is not a preparation for life but is life itself.”

- J. Dewey

Undergraduate Student Learning Outcomes & Alignment with University Mission and Values:

- Quantitative Reasoning to Examine Significant Questions and Form Conclusions
- Communication and Expression of Thought Through Various Modes and Mediums
- Intellectual Engagement and Reflection, Including: Self-Discipline, Self-Reflection and Creativity
- Engagement with Human Diversity: Reflect and Connect
- Community Engagement
- Disciplinary Knowledge & Practice

Common Curriculum as **INTENTIONAL PATHWAY** toward achieving Student Learning Outcomes



What is the Common Curriculum?

The Common Curriculum promotes learning by **engaging with students in various content areas**, each designed to create a *rigorous, inclusive, ethical, and liberating learning environment*.

- **First-Year Seminar (FSEM)** (4 credits)
 - Learning Outcome Examples:
 - Engage in critical inquiry in the examination of concepts, texts, or artifacts, and
 - Effectively communicate the results of such inquiry
- **Writing and Rhetoric** (8 credits)
- **Language** (4 to 12 credits)
- **Ways of Knowing** (32 credits: Analytical Inquiry; Scientific Inquiry)
- **Advanced Seminar (ASEM)** (4 credits)

Framing the Common Curriculum as Opportunity: Undergraduate Learning Outcomes; Exploration; Blank Spaces



Common Curriculum: Intentional Mapping & Example

Reframing general education as an opportunity to add an analytic lens and support vocational interest/path:

FSEM: The Right to Health in Theory & Practice (Anthropology, Public Health, Human Rights, Political Science)

AI: Society: The Making of the Modern World: Science, Art, and Philosophy (Philosophy)

AI: Natural: Foundations Seminar: Graphs (Mathematics)

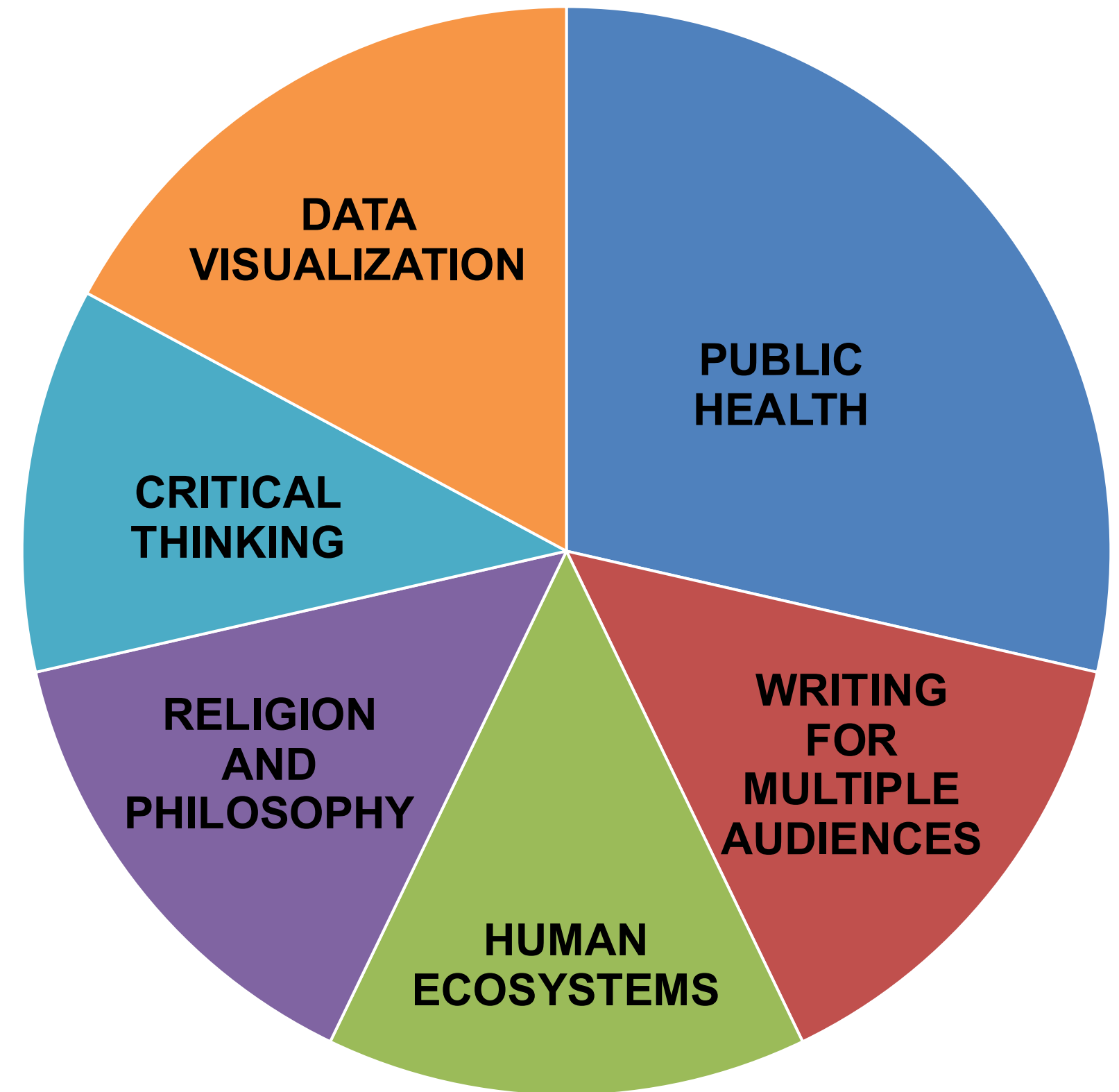
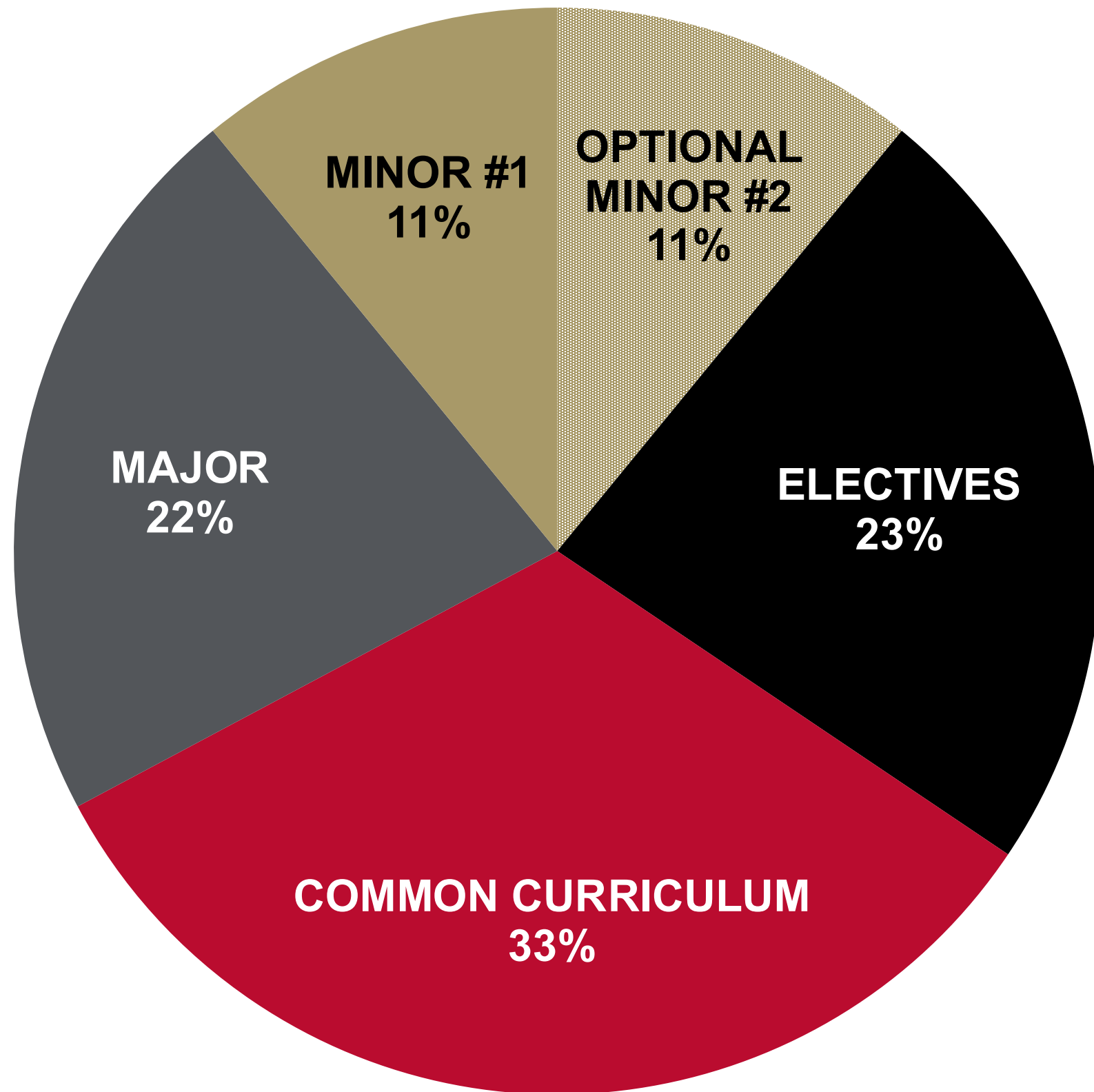
SI: Society: The Social Determination of Health (Anthropology)

SI: Natural (Science Sequence): Sustaining Life (Biology) Note: "Emphasis is placed on the understanding the critical connections between the student's health and the health of the surrounding world."

ASEM: Death & Dying in Hindu Traditions (Religious Studies)



Opportunities in the DU Curriculum



Support for filling in the blank spaces

- Academic Advisors
- First-year seminar instructors
- Faculty in potential majors and minors
- Faculty mentors
- Career Advisors
- 4D Peer Mentors
- Student Success Coaches
- YOU!





Student Success Coaching

Email: SSC@du.edu

Website: www.du.edu/SSC

DU Student Success Coaching

All students can meet one-on-one with a Student Success Coach to enhance their college experience.

- Student Success Coaches are graduate students at DU who provide personalized support during your student's journey at DU. We are a program for students, by students.
- Your student's coach will support, challenge, and hold them accountable through individualized coaching sessions.
- Topics are customized to meet each student's needs and may include goal setting, time management, organization, study skills, and stress management.

It is **FREE** to participate in Student Success Coaching!



Taking a “Coach Approach”

A “Coach Approach” is built on a foundation of assumptions where the students are the experts in their own lives and the coach serves as a catalyst for progress and goal achievement.

This occurs when the coach (or Parent!):

- Creates a safe space to establish a trusting relationship
- Guides students to clarify intentions
- Inspires action through curious questions
- Offers accountability to maximize progress and forward movement.

-NACADA (The Global Community for Academic Advising)



Coach the person, not the problem.

Every time you try and fix something for someone, you deny them an opportunity to solve it for themselves and learn from the situation.



Student Success Coaching



Coaching Skills 101

Asking Powerful or Curious Questions

- Open-ended questions
- Expands thinking
- Helps make connections
- Focuses a thought
- Shifts perspective
- Demands further reflection
- Emotional response

What makes a course feel meaningful or worthwhile to you?

What skills do you think you're building, even if the content doesn't feel relevant right now?

When you look at the list of options for fulfilling a requirement, what stands out to you?

How to Formulate Powerful or Curious Questions:

- **Start the question with words that allow for an open-ended answer:**
 - “How...,” “When...,” “What...,” “Tell me...,” “Say more about...”.
- **Avoid starting a question with: “Did you...,” “Can you...,” “Have you...,” or “Why”:**
 - These questions require a binary answer (yes or no) and do not encourage self-reflection.
 - Can close the opportunity for deeper conversation and connection.



Curious Question Examples:

Consider these questions to jump-start a coaching conversation, move it in a new direction, inspire a resistant student to speak, and/or take the thinking to a new level.

How could this course fit into your overall academic journey?

Have any of your classes surprised you in a positive way so far?

How do you think these courses might shape the way you think or communicate, even if they're outside your major?

What connections do you see between what you're learning in these courses and your interests or goals?

When you look at your degree plan, where do you see opportunities to explore new interests?

How could you use these requirements to explore something new or unexpected?

What's something you've always wanted to learn or try, and how could you fit that into your schedule?



Scenarios

Consider these two scenarios – What curious questions might you ask the student who is unsure about a common curriculum course or how to navigate some of their options? **Turn to your neighbor and share your ideas.**

Student A

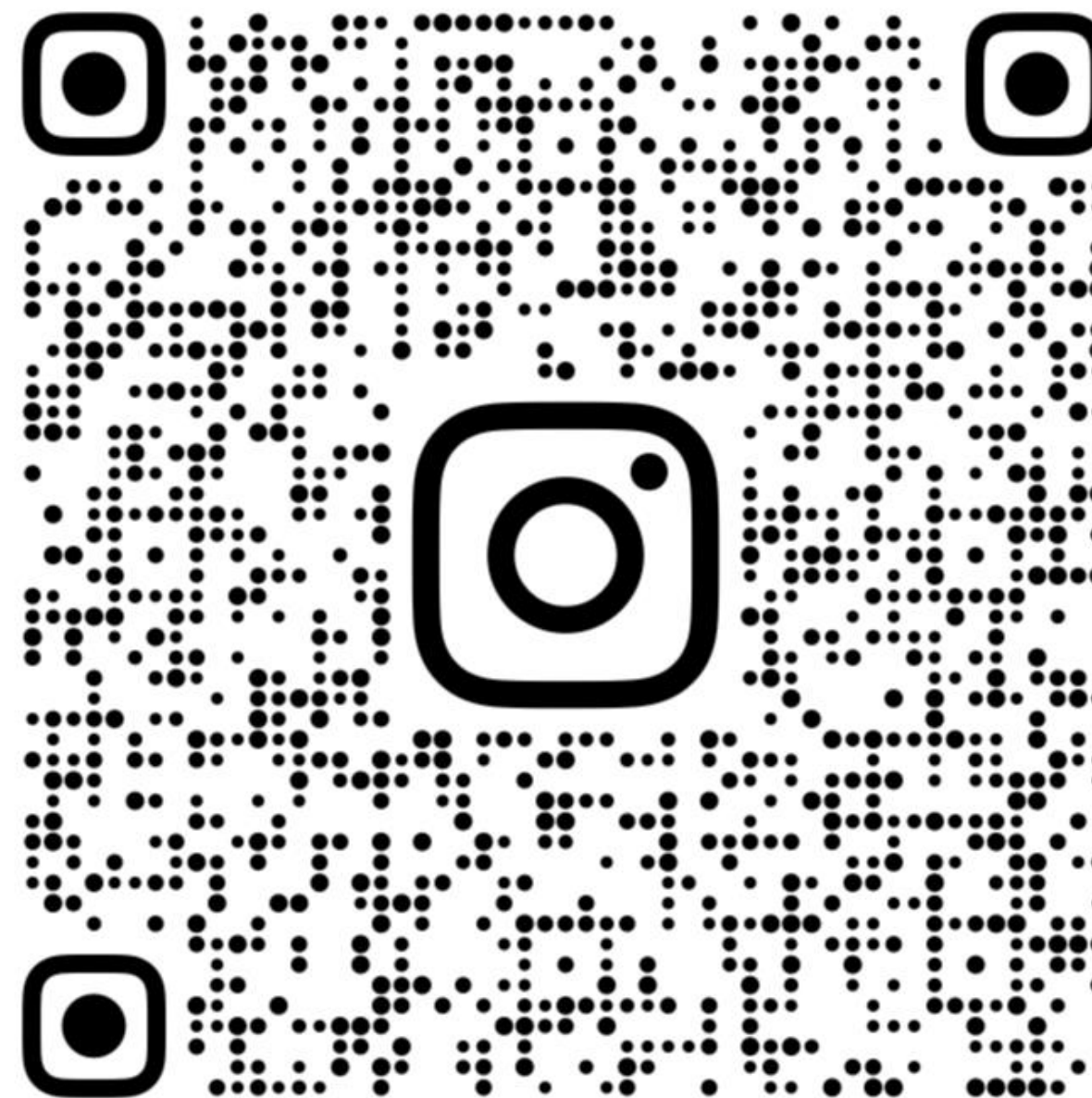
History Major and is worried about taking a natural science sequence as part of their common curriculum requirements.

Student B

Exploratory (undeclared), and has many interests including natural resource management, arts and culture, and social media. They aren't sure where to start with all the course options available and are worried they will take a bunch of classes that don't end up being "useful" as they explore different major options.



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Thank you!
Questions?