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**The New Core Curriculum
for
Bridgewater State College**

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as ACC document 03/04-183

by

The General Education Review Committee

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Outline of the General Education Review Process and Development of Core Curriculum

During the fall semester 2001-2002, the Bridgewater State College Chapter of the MSCA conducted a vote to determine whether the members of the faculty were in favor of there being a comprehensive review of the then current General Education Requirements. Insofar as the majority of those voting indicated that they were in favor of such a review, the General Education Review Committee was formed late in the spring semester of 2002. Its commission was to review the general education requirements and make any recommendations it might have through the college governance system. As originally formed by President Tinsley, the committee consisted of then members of the All College Committee, the Undergraduate Curriculum Committee, and students. In time, one member of the committee resigned and was replaced, one representative of the administration left the college and was replaced, another representative of the administration left the college and was replaced, and one student member did not attend meetings.

The committee solicited views from, and communicated with, the college community in several ways—open meetings for faculty, students, and administrators; meetings with department chairpersons; meetings with the Student Government Association; the GER bulletin board; the GER web page; emails; meetings with individual departments at their request; and discussions with various individuals.

The committee's initial questions for opening discussion with the various constituencies were: "What is good about the current GERs?" and "What is not so good about the current GERs?" What we learned was that many were satisfied with much of the current GERs, but at the same time there were many significant points of dissatisfaction. (Of course, that with which one person was satisfied might be a point of dissatisfaction for another.) The major points of satisfaction included the breadth of the GERs with their stress on modes of knowing and understanding—as opposed to students being required to learn particular "facts"—and the emphasis on the skills of writing, speaking, and mathematics. The dissatisfactions tended to center on the following: the fact that the total number of credits required (55 credits) consisted of almost one half of the total of 120 credits required for graduation; the locating and processing information requirement; the omission of logical reasoning from the intellectual skills students should develop; the fact that the initial skill courses were not required early in a student's program; the fact that the teaching of the intellectual skills were limited to discrete courses and not stressed (required) more broadly throughout the curriculum; the fact that (except in the case of the writing and

speaking courses) the existing caps on GER courses were much too large to allow for the full realization of the stated GER objectives.

The next set of discussions focused on “What should be the common educational outcomes of a Bridgewater State College undergraduate education?” Based on these discussions, the committee developed a set of educational outcomes for a common core curriculum for all Bridgewater State College students. The initial draft of a list of these outcomes was published and discussions were held once again with the various constituencies employing means as above, viz. open meetings for faculty, students, and administrators; meetings with the Student Government Association; the GER bulletin board; the GER web page; emails; and discussions with individuals. Based on these discussions and other information received, the committee modified the list of educational outcomes so that it reflected the predominant thinking of the group.

Once the committee was satisfied that it had identified such a list of educational outcomes, it undertook the task of developing a curriculum that would allow the realization of those outcomes and at the same time which would incorporate what had been identified as good about the current GERs and ameliorate what had been identified as not so good about them. The committee took the following as its guiding principle:

The core curriculum should incorporate most of what most of the faculty believe should constitute the common education of every Bridgewater State College student, should have internal consistency, should have academic integrity, and should be good for students in terms of both their continuing personal intellectual development and their overall program of studies at the college.

As before, the committee communicated with the members of the college community by publicizing its various draft versions of the new core curriculum proposal and by holding open meetings for faculty, students, and administrators, meeting with department chairpersons, meeting with the Student Government Association, utilizing the GER bulletin board, web page, and emails, meeting with individual departments at their request, and having discussions with individuals. The final product of all of these discussions and deliberations is the proposal for a new core curriculum contained in this document.

The committee is aware that there are some individuals and departments who feel passionately about the inclusion (or exclusion) of certain elements in (or from) the proposed core curriculum. It is important to note that the committee has been very mindful of these feelings and has considered all of them seriously.

As a general rule, if such an element was not ultimately included in the proposal it was because it did not have significant support beyond the few individuals or the particular department advocating it.

Approval and Implementation of the Core Curriculum

The Core Curriculum proposal was submitted to the All College Committee in February 2004 and approved in May. Implementation for the Core occurred during the 2004-2005 and 2005-2006 academic years.

Although the Core Curriculum structure and plan was approved when President Mohler-Faria signed 03/04-183, the individual courses to fulfill requirements needed to be approved by the BSC governance system. The departments that wanted certain courses to receive Core Curriculum designations submitted proposals to the All College Committee. The proposals were reviewed by the Undergraduate Curriculum Committee and its Core Curriculum subcommittee with final approval by ACC.

The Core Curriculum Steering Committee was first organized and began to meet during 2005-2006. The Steering Committee noted that several areas in 03/04-183 needed to be modified due to changes in academic department structure, implementation exigencies, or evolution in the campus community's thinking about certain requirements. These areas were addressed by various governance proposals: 05/06-322, 05/06-336, and 05/06-346

Students entering in the fall of 2006 or later were required to complete the Core Curriculum.

Rationale for the Core Curriculum And its Associated Educational Goals

Given the present structure of American education, the undergraduate college experience represents one stage in an individual's formal educational development from elementary school through high school and possibly continuing to graduate school and/or additional occupational training. In this progression, it is appropriate for the undergraduate college major to serve as the vehicle to begin the development of a specialized knowledge and skill base—but again only to a certain degree, for this specialization will often be continued at the graduate school level and possibly beyond. Along with the specialization effected through the major, it is critical that the undergraduate college experience concomitantly develop a broad, foundational base in knowledge and skills that have general applicability. In addition to specialization in varied areas, our democratic way of life requires a broadly informed, clear thinking, enlightened citizenry. It is the core curriculum of the undergraduate college experience that provides for continued individual growth in these critical foundational areas.

Yet, at the same time, it is not possible to provide a highly detailed, and justifiable, catalog of specific knowledge goals for the core curriculum. For once we become more precise in listing such goals, the inclusion of some must necessarily preclude other equally justifiable ones because of externally imposed time constraints. How much knowledge of art should the student possess? A knowledge of Greek and Roman art? A knowledge of medieval art? A knowledge of twentieth century African art? And if a student should know all of these, what should the goals be with regard to a knowledge of chemistry? Should one know organic chemistry? Inorganic chemistry? Biochemistry? And, if so, to what degree? The problem is obvious. Given that the core curriculum is only one aspect of the four-year undergraduate college experience, there simply is not enough time in the program to realize all of the specific goals that would be justifiable if time were not a significant factor. Moreover, different individuals will benefit in varying ways from a different mix of depth and specificity.

Knowledge Goals

Nevertheless, we believe that there are certain critically important *general* outcomes that the undergraduate core curriculum ought to achieve. These are that students expand, deepen, and in certain instances begin to develop their understanding in those fundamental ways of knowing which are central to successfully participating in and contributing to the improvement of our society and at the same time to acquiring the enhanced potential for continued personal growth.

More specifically, these knowledge goals of the core curriculum include an understanding of

- the intellectual foundations, conceptual frameworks, and methodologies of the arts, the behavioral and social sciences, the humanities, and the natural sciences
- the intellectual foundations, conceptual frameworks, and methodologies of logic
- the intellectual foundations, conceptual frameworks, and methodologies of mathematical reasoning
- the implications and uses of information literacy and technology in the student's major area
- global and multicultural issues.

Skill Goals

The skill goals of the core curriculum follow, in part, from and are directly related to these knowledge goals. Insofar as a skill is an ability to do something, individuals can possess skills to varying degrees, just as they can understandings. Moreover, as is the case with knowledge goals, it is not possible to provide a precise, comprehensive, and at the same time justifiable, detailed catalog of specific skill goals for the core curriculum. There is an almost unlimited number of skills desirable for a student to acquire in the first instance or, if already acquired, to develop to a higher degree. Nevertheless, we believe that there are certain *general* skills that are so fundamental that the college through its core curriculum must ensure their acquisition to a fairly high degree. These fall broadly in the areas of communication (writing and speaking), logical reasoning, mathematical reasoning, and research and information literacy and technology.

The more specific skill goals of the core curriculum in the communication areas are that students will be able to:

- be fluent in written expression; specifically, develop and use effective written arguments; write clear thesis statements; craft coherent

- paragraphs; use prose that is clear, correct, concise, and varied; use standard academic English
- speak clearly, effectively and confidently in both large and small groups, when presenting a report, participating on panels, debating, or articulating judgments and opinions
- read a wide range of materials purposefully, with comprehension and skill in critical inquiry
- be able to work collaboratively and independently

The more specific skill goals of the core curriculum in the logical reasoning area are that students will be able to:

- define what an argument is
- distinguish argument from non-argument
- construct arguments consistent with best practices in a discipline
- formulate constructive responses to criticism
- differentiate between valid and invalid arguments
- identify formal/structural features of valid argumentation
- differentiate good reasoning from bad
- recognize the more common fallacies to be avoided in reasoning
- identify what kinds of reasons are relevant to what kinds of propositions
- recognize/identify/understand the relevance of systems of logical reasoning for major foundational projects for acquisition and increase of knowledge
- recognize/identify/understand the function of logic in the context of theories of/issues about meaning, knowledge, values and/or reality
- apply logical reasoning to controversies in ethics, politics, science, and religion

The more specific skill goals of the core curriculum in the mathematical reasoning area are that students will be able to:

- interpret and draw inferences from mathematical models such as formulae, graphs, tables, and schematics
- generalize from specific patterns of events and phenomena to more abstract principles, and to proceed from abstract principles to specific applications
- appreciate the breadth of mathematical applications and their foundations
- recognize the limitations of mathematical models
- recognize the appropriate use, as well as the misuse, of statistics

The more specific skill goals of the core curriculum in the research and information literacy and technology area are that students will be able to utilize technology to:

- perform appropriate research using both standard library research techniques and computer assisted electronic searches, including research on the internet
- prepare “professional quality” written reports on scholarly topics of interest
- gather appropriate background information on various topics
- access full text, abstracted, and multimedia information in both physical and electronic form
- gather information from multiple sources, including print and electronic media, and evaluate the relevance and veracity of the information
- assess the veracity of various sources of information
- understand the differences between popular and scholarly information as well as the differences among primary, secondary, and tertiary sources
- understand and apply scholarly norms regarding the appropriate citation and quotation of information sources
- prepare texts and accompanying graphics using a word processor and other appropriate software

The Core Curriculum of Bridgewater State College is designed to achieve these knowledge and skill goals. Two additional, major objectives of this Core Curriculum are to provide students with greater academic and personal choice than they currently have and through establishing the smaller caps on Core Curriculum courses making it possible to truly accomplish the identified academic goals of the college.

Core Curriculum Model

Courses that must be completed in the first year **12 credits**

(i.e., before earning more than 24 credits)

Writing I **3 credits**

Writing II **3 credits**

Foundations of Logical Reasoning **3 credits**

First Year Seminar **3 credits**

– A topical course offered by any department—writing intensive

– May also satisfy 3 credits of any of the distribution areas listed below

Courses that must be completed in the second year **9 credits**

(i.e., after completing 24 credits and before earning more than 54 credits)

Speaking **3 credits**

Foundations of Mathematical Reasoning **3 credits**

Second Year Seminar **3 credits**

– A topical course offered by any department—writing or speaking intensive

– May also satisfy 3 credits of any of the distribution areas listed below

Distribution Areas (may be satisfied at any time) **28 credits**

Total distribution area credits are 28, of which 3 credits may be satisfied through the First Year Seminar, and 3 credits may be satisfied through the Second Year Seminar.

Fine and Performing Arts **6 credits**

Humanities **9 credits**

Natural Science (at least one laboratory) **7 credits**

Social/Behavioral Science **6 credits**

Writing and Speaking Intensive Courses

A total of 9 credits must be designated as either writing intensive or speaking intensive of which at least 6 credits must be in courses designated as writing intensive. A total of 6 credits of the writing or speaking intensive requirement may be met by the 1st & 2nd year seminar. Any of the writing or speaking intensive credits not met by either the 1st or 2nd year seminars shall be met through courses designate as writing or speaking intensive. This may **not** be satisfied by the upper-level writing intensive course in the student's major, cf. below.

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Global Culture and Multiculturalism

At least 6 credits in the distribution areas must be satisfied through courses designated as addressing issues identified as falling under the heading of Global Culture, and at least three of those credits must be identified as addressing issues of Multiculturalism.

Quantitative Reasoning

At least 6 credits must be completed in courses designated as addressing quantitative reasoning skills. This may be accomplished in either of the following two ways:

1. 3 credits of Foundations of Mathematical Reasoning and 3 credits in courses designated as addressing an application of quantitative skills or
2. 6 credits of Foundations of Mathematical Reasoning.

Upper-Level Writing Intensive Course

Students must complete at least one 300- or 400-level course in their major that results in the production of a significant written work. This course may **not** count for any of the writing intensive courses in the distribution areas. Students with more than one major must fulfill this requirement in each major.

U.S. and Massachusetts Constitutions

Mandated by the Commonwealth of Massachusetts.

Students must successfully complete one course designated as satisfying this requirement.

Information Literacy and Technology

Each major must identify the means by which its students will achieve competence in information literacy and technology as appropriate to the discipline.

Total Core Curriculum credits:

43 credits

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Core Curriculum Course Caps

The following caps apply to courses satisfying any requirements of the Core Curriculum.

- A cap of 35 for any course (other than a First Year Seminar, a Second Year Seminar, or a Writing Intensive distribution course) satisfying the distribution requirements in Fine and Performing Arts, Humanities, Natural Science, and Social/Behavioral Science.
- A cap of 25 for any course satisfying the requirements in Foundations of Logical Reasoning, Foundations of Mathematical Reasoning, and Speaking.
- A cap of 20 for any course satisfying the requirements in Writing I and Writing II. (A cap of 25 was set in 03/-04-183; however, the cap for these courses was lowered by the Dean of Arts and Sciences in consultation with the English Department.)
- A cap of 20 for any First Year Seminar, Second Year Seminar, and Writing Intensive distribution course.

It is understood that future contingencies may require the administration to modify these caps in various ways.

Courses Satisfying the Requirements of the Core Curriculum

The following principle is to be employed in determining whether a course satisfies a specific requirement of the core curriculum: Ordinarily, a department may offer a course to satisfy a requirement of the core curriculum only if members of that department typically are prepared through their graduate programs to teach such a course. For example, the Department of English may offer a course to satisfy the Writing I requirement whereas the Department of Physics may not. Listed below are the specific criteria that a course must meet to satisfy the respective requirement along with those departments that ordinarily will offer such courses.

Distribution Requirements

Requirement	Outcomes that a course must address	Departments that ordinarily teach such courses
Behavioral/Social Science	Know and understand the intellectual foundations, conceptual frameworks and methodologies of the behavioral/social sciences	Anthropology Communication Studies Criminal Justice Economics Geography (for some designated courses) Political Science Psychology Sociology
Fine and Performing Arts	Know and understand the intellectual foundations, conceptual frameworks, and methodologies of the fine and performing arts	Art Music Theater and Dance
Humanities	Know and understand the intellectual foundations, conceptual	English Foreign Languages History

	frameworks, and methodologies of the humanities	Philosophy
Natural Science	Know and understand the intellectual foundations, conceptual frameworks, and methodologies of the natural sciences	Biological Sciences Chemical Sciences Earth Sciences Geography (for some designated courses) Physics

Skill Requirements

Requirement	Outcomes that a course must address	Departments that ordinarily teach such courses
Foundations of Logical Reasoning	<ul style="list-style-type: none"> *Understand the intellectual foundations, conceptual frameworks, and methodologies of logic *Define what an argument is *Distinguish argument from nonargument *Construct arguments consistent with best practices in a discipline *Formulate constructive responses to criticism. *Differentiate between valid and invalid arguments *Identify formal/structural features of valid argumentation *Differentiate good reasoning from bad *Recognize the more common fallacies to be avoided in reasoning *Identify what kinds of reasons are relevant to what kinds of propositions *Recognize/identify/understand the relevance of systems of logical reasoning for major foundational projects for acquisition and increase of knowledge 	Philosophy

	<p>*Recognize/identify/understand the function of logic in the context of theories of/issues about meaning, knowledge, values and/or reality</p> <p>*Apply logical reasoning to controversies in ethics, politics, science, and/or religion</p>	
Foundations of Mathematical Reasoning	<p>*Understand the intellectual foundations, conceptual frameworks, and methodologies of mathematics</p> <p>*Interpret and draw inferences from mathematical models such as formulae, graphs, tables, and schematics</p> <p>*Generalize from specific patterns of events and phenomena to more abstract principles, and to proceed from abstract principles to specific applications</p> <p>*Appreciate the breadth of mathematical applications and their foundations</p> <p>*Recognize the limitations of mathematical models.</p> <p>*Recognize the appropriate use, as well as the misuse, of statistics</p>	Mathematics and Computer Science
Speaking	<p>*Speak clearly, effectively and confidently in both large and small groups, when presenting a report, participating on panels, debating, or articulating judgments and opinions</p> <p>*Apply active listening skills in interpersonal settings</p> <p>*Be able to work collaboratively and independently</p>	<p>Communication Studies</p> <p>Theater and Dance</p>
Writing I and Writing II	<p>*Attain fluency in written expression; craft coherent paragraphs; use prose that is clear, correct, concise, and varied; use standard academic English</p>	English

	<p>*Read a wide range of materials purposefully, with comprehension and skill in critical inquiry</p> <p>*Understand the uses of basic information literacy and technology and such topics as plagiarism, the uses in research of various bibliographic databases, the proper citation of sources, etc.</p>	
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First and Second Year Seminars

Requirement	Outcomes that a course must address	Departments that ordinarily teach such courses
First Year Seminar	<p>*If a First Year Seminar satisfies a distribution area, then it must address the outcomes of knowing and understanding the intellectual foundations, conceptual frameworks, and methodologies of that distribution area.</p> <p>*Using best practices, develop fluency in written expression; craft coherent paragraphs; use prose that is clear, correct, concise, and varied; use standard academic English</p> <p>*Read a wide range of materials purposefully, with comprehension and skill in critical inquiry</p> <p>*Be able to work collaboratively and independently</p> <p>*Gather appropriate background information on a topic related to knowing and understanding the intellectual foundations, conceptual frameworks, and methodologies of the distribution area</p>	<p>A First Year Seminar may satisfy any one of the distribution areas but not any of the skill areas.</p> <p>Any department may offer a First Year Seminar. However, if the course (Seminar) lies outside of a distribution area (i.e., if it does not sufficiently address the identified outcomes of the distribution area), then that course does NOT satisfy a Core Curriculum Distribution Requirement.</p>

	<p>that the course addresses</p> <ul style="list-style-type: none"> *Make use of basic information literacy and technology and skills covered in Writing I and Writing II *The course must require significant writing. This would be satisfied by three papers, each being a minimum of five pages, or any requirement comparable to this. *In addition to the number of pages, the student must be given regular feedback on his/her written work. 	
<p>Second Year Seminar</p>	<ul style="list-style-type: none"> *If a Second Year Seminar satisfies a distribution area, then it must address the outcomes of knowing and understanding the intellectual foundations, conceptual frameworks, and methodologies of that distribution area. *Develop fluency in written expression; craft coherent paragraphs; use prose that is clear, correct, concise, and varied; use standard academic English *Read a wide range of materials purposefully, with comprehension and skill in critical inquiry *Be able to work collaboratively and independently *Gather appropriate background information on a topic related to knowing and understanding the intellectual foundations, conceptual frameworks, and methodologies of the distribution area that the course addresses 	<p>A Second Year Seminar (whether designated as writing intensive or as speaking intensive) may satisfy any one of the distribution areas but not any of the skill areas.</p> <p>Any department may offer a Second Year Seminar. However, if the course (Seminar) lies outside of a distribution area (i.e., if it does not sufficiently address the identified outcomes of the distribution area), then that course does NOT satisfy a Core Curriculum Distribution Requirement.</p>

	<ul style="list-style-type: none">*Make use of basic information literacy and technology and skills covered in Writing I and Writing II*If writing intensive, the course must require significant writing. This would be satisfied by three papers, each being a minimum of five pages, or any requirement comparable to this.*In addition to the number of pages, the student must be given regular and continuing feedback on his/her written work.*If speaking intensive, the course should have as a goal that students enhance their abilities to speak clearly, effectively, and confidently in both large and small groups, as when presenting a report, participating on a panel, debating, or articulating judgments and opinions	
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With approval of this Core Curriculum proposal, every department of the college will be authorized to offer a course entitled “First Year Seminar in _____: (Topic)” and “Second Year Seminar in _____: (Topic)”. For example, the English Department might offer the course, First Year Seminar in English: Keats, Yeats, and Joyce. The topics for the seminars may vary from section to section and from semester to semester and will not need to be submitted to college governance for approval [except for First or Second Year Seminars offered by departments that do not ordinarily teach courses which address the identified outcomes of one or another of the distribution areas and which are to be offered as satisfying a distribution requirement (cf. below)]. The department offering the seminar will be responsible for ensuring the academic integrity of each Seminar with its associated topic.

The following departments ordinarily teach courses that address the identified outcomes of one or another of the distribution areas. With approval of

this Core Curriculum proposal, these departments will be authorized to offer both First and Second Year Seminars that satisfy the distribution area identified.

<p><u>Behavioral/Social Science</u> Anthropology Communication Studies Geography Economics Political Science Psychology Social Work Sociology</p> <p><u>Fine and Performing Arts</u> Art Music Theater Arts</p> <p><u>Humanities</u> English Foreign Languages History Philosophy</p> <p><u>Natural Science</u> Biological Sciences Chemical Sciences Earth Sciences Geography Physics</p>
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It is the department's responsibility to ensure that each seminar addresses the educational outcomes appropriate for the relevant distribution area.

A department—other than one of those in the previous list—may offer a First or Second Year Seminar with its associated topic, and that seminar may also satisfy one or another of the distribution requirements. However, in such a case, that seminar with its associated topic must be submitted through the college governance system and accordingly approved as a course satisfying a

core curriculum distribution requirement. Approval of such a seminar course with its associated topic carries approval for only that seminar with that particular topic and NOT for any other topics that the department might offer.

Global Culture and Multiculturalism

Requirement	Outcomes that a course must address	Departments that ordinarily teach such courses
Global Culture	<p>*Any course designated as satisfying a Global Culture requirement must also satisfy a distribution area requirement, i.e., it must address the outcomes of knowing and understanding the intellectual foundations, conceptual frameworks, and methodologies of one of the distribution areas.</p> <p>*Appreciate the language(s), arts, history commerce, politics, religion, and/or philosophies of culture(s) other than those of the United States of America, and understand the similarities and differences among those cultures.</p> <p>*Global Culture is defined here as any culture other than that of the United States of America. Native American cultures are included in the Global Culture category.</p>	<p>A course satisfying the Global Culture area must satisfy one of the distribution areas and may not satisfy any of the skill areas.</p> <p>Any department that offers courses in a distribution area may offer a course satisfying the Global Culture requirement.</p>
Multicultural	<p>*Any course designated as satisfying a Multicultural requirement must also satisfy a distribution area requirement, i.e., it must address the outcomes of knowing and understanding the intellectual foundations, conceptual frameworks, and methodologies of one of the distribution areas.</p> <p>*Understand issues and perspectives on human similarities and differences such</p>	<p>A course satisfying the Multiculturalism area must satisfy one of the distribution areas and may not satisfy any of the skill areas.</p>

	<p>as (dis)abilities, age, religion, race, class, ethnicity, gender, and/or sexual orientation</p> <p>*Understand the role of power and privilege in shaping human conditions</p>	<p>Any department that offers courses in a distribution area may offer a course satisfying the Multiculturalism requirement.</p>
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Upper-Level Writing Course(s) and Writing Intensive Distribution Area Courses

Requirement	Outcomes that a course must address	Departments that ordinarily teach such courses
<p>Upper-Level Writing Course</p> <p>Must be a 300- or 400-level course</p>	<p>*Prepare “professional quality” written report(s) on scholarly topic(s) of interest.</p> <p>*Gather appropriate background information on the topic</p> <p>*Access full text, abstracted, and multimedia information in both physical and electronic form</p> <p>*Assess the veracity of various sources of information</p> <p>*Understand the differences between popular and scholarly information as well as the differences among primary, secondary, and tertiary sources</p> <p>*Understand and apply scholarly norms regarding the appropriate citation and quotation of information sources</p> <p>*Prepare texts and accompanying graphics using a</p>	<p>Department depends on the major</p>

	word processor and other appropriate software	
Any course that is designated as writing intensive and as satisfying a particular distribution area.	<p>*Know and understand the intellectual foundations, conceptual frameworks, and methodologies of the distribution area that the course addresses.</p> <p>*The course must require significant writing. This would be satisfied by three papers, each being a minimum of five pages, or any requirement comparable to this.</p> <p>*In addition to the number of pages, the student must be given regular and continuing feedback on his/her written work.</p>	<p>A course designated as writing intensive and as satisfying a particular distribution areas may not satisfy any of the skill areas.</p> <p>Any one of the departments previously listed as addressing the specific criteria that a course must meet to satisfy a particular distribution area may offer a course designated as writing intensive.</p>

Speaking Intensive Courses

Requirement	Outcomes that a course must address	Departments that ordinarily teach such courses
Speaking Intensive	<p>*Speak clearly, effectively and confidently in both large and small groups, when presenting a report, participating on panels, debating, or articulating judgments and opinions.</p> <p>*Apply active listening skills in interpersonal settings</p> <p>*Be able to work collaboratively and independently</p>	Any department may teach these courses with the approval of ACC

	<p>The course must require a significant amount of speaking that is assessed formally. This would be satisfied through multiple, graded speaking assignments or any requirement comparable to this</p> <p>The student must be given regular and continuing feedback on his or her spoken work and receive instructions on appropriate speaking skills</p>	
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Management of the Core Curriculum

A mechanism for managing the Core Curriculum is required to ensure its smooth functioning, its assessment, and its continuing evolution.

The Core Curriculum will be managed by a steering committee whose function is to guide the continuing evolution of the Core Curriculum by examining the results of the program's assessment, gathering information from student and faculty groups, and using this information to make specific proposals for modifying the Core Curriculum to the College's Academic Governance mechanism.

One of the first responsibilities of the steering committee will be to identify mechanisms and instruments to assess the various aspects of the Core Curriculum.

The steering committee is to be composed of ten members:

- One faculty representative from each the following groups:
 - Arts & Sciences Group I: Biological Sciences, Chemical Sciences, Earth Sciences, Geography, Mathematics and Computer Science, Physics
 - Arts & Sciences Group II: English, Foreign Languages, History, Philosophy
 - Arts & Sciences Group III: Art, Music and Theater and Dance
 - Arts & Sciences Group IV: Anthropology, Communication, Criminal Justice, Political Science, Psychology, Social Work, Sociology
 - School of Business
 - School of Education and Allied Studies
 - Librarians
- The Associate Dean of the School of Arts and Sciences
- Two undergraduate students
- The Director of Institutional Research and Assessment or his/her designee will serve on the committee as a non-voting member

The candidates for faculty representative of any one of the Arts & Sciences Groups identified above must be recommended to the Executive Committee of the MSCA by a vote of the chairs of those departments that comprise the respective Arts & Sciences Group of which the candidate will be the representative. The candidates for faculty representative of any one of the Schools identified above must be recommended to the Executive Committee of

the MSCA by a vote of the chairs of those departments that comprise the respective School of which the candidate will be the representative. The candidates for librarian representative must be recommended to the Executive Committee of the MSCA by a vote of the librarians. The set of candidates recommended by any of these groups need not, but may, include more than one candidate. The Executive Committee of the MSCA will and may appoint the respective faculty members or the librarian as a representative of a particular Arts & Sciences Group, School, or the librarians to the Steering Committee only from among that set of candidates for representative of the particular Arts & Sciences Group, the School, or the librarians recommended as above. If the Executive Committee of the MSCA does not find any one set of candidates acceptable, it may request that another set of candidates for that Arts & Sciences Group, School, or the Librarians be recommended as *per* the procedure identified above.

Each faculty and librarian representative will serve a two-year term and may serve no more than two consecutive terms. In forming the committee in the first instance, one-half of the set of faculty and librarian representatives should be appointed for a two-year term and one-half of the set of faculty and librarian representatives should be appointed for a one-year term. Thereafter, faculty and librarian representatives should be appointed for a full two-year term. The reason for this is to provide for some continuity in committee membership for subsequent years.

The student members will be appointed by the President of the SGA. One student should be in his/her first or second year (i.e., have earned less than 60 semester hours credit toward graduation) at the time of appointment, and the other student should be in his/her third or fourth year (i.e., have earned 60 or more semester hours credit toward graduation) at the time of appointment. Each student representative will serve a two-year term and may serve no more than two consecutive terms.

The chairperson of this committee will be elected each academic year at the first meeting of the committee by a majority vote of those voting (a quorum being present). The chairperson of this committee must be elected from among the faculty and librarian members of the committee only.

The chairperson of the steering committee, along with the Associate Dean of Arts and Sciences will provide overall direction and the day-to-day management necessary to run the Core Curriculum. Their duties include (but are not limited

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to) developing awareness among faculty of the content and goals of the core curriculum so that it functions as an integrated program and not a set of discrete courses, overseeing the assessment of the Core Curriculum, and guiding the work of the steering committee.

Recommendations from any individual or group for any modification to any aspect of this Core Curriculum (including this stipulation) must be approved by 70% of the members of the steering committee prior to its being submitted to the college governance committee.

Notwithstanding anything in this document to the contrary, members may continue to serve until a successor is appointed.

The Core Curriculum Steering Committee will provide a written summary of its activities for the semester to the All College Committee and the campus community in December and May. The purpose of these reports will be to inform ACC and the campus community of the CCSC's work and to continue the conversation about the progress and development of the Core Curriculum.