

**AAC&U Network for Academic Renewal:  
General Education and Outcomes that Matter in a Changing World  
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**“Gen. Ed.” to “All-College Curriculum”:  
An Integrated Approach to General Education**

**A Roundtable Discussion  
Friday, March 10, 2006  
8:00-8:45 a.m.**

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## THE ALL COLLEGE CURRICULUM

The All College Curriculum, consisting of courses in the student's major or program, courses outside of the major/program, and co-curricular experiences, represents the culmination of a two-and-a-half year journey to find the answer to a question asked by the college community in the summer of 2000: what qualities, knowledge and skills do we want all Mount Ida College graduates to possess?

The All College Curriculum moves away from the traditional categories of "general education" and "major" to the idea of an integrated, cumulative, and progressive four-year curriculum in which courses inside and outside the major mutually reinforce each other; lower-level courses provide the foundation for upper-level courses; and co-curricular experiences are recognized as valuable learning opportunities. No major or program of study can provide all of the knowledge, skills and perspectives needed to succeed in a changing world. The All College Curriculum embodies the idea that all knowledge is interconnected, and that our mission is to educate the whole person, not a narrowly trained specialist.

Programs and majors must show that their students achieve the knowledge, skills and perspectives identified in the All College Curriculum by the time they graduate. All courses taught at the College will provide one or more components of the All College Curriculum, including courses already required within each program or major. Transfer students may receive credit for courses that satisfy All College Curriculum requirements, and students may also have the opportunity to test out of certain requirements. Co-curricular experiences may also be used to satisfy some skills and perspectives areas.

In their revised accreditation standards (2005) the New England Association for Schools and Colleges requires that the "general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live." [Standard 4.15] The All College Curriculum is a holistic approach that recognizes that professional and career preparation may differ in each program, but the ultimate goals are the same for all of our students: to learn how to learn, and to possess the knowledge and skills necessary to meet the inevitable changes we all encounter in our personal and professional lives. The specific requirements and components of the All College Curriculum are described in the following pages.

## ALL COLLEGE CURRICULUM VISION STATEMENT

*Education is not preparation for life; education is life itself.*  
--John Dewey

What knowledge, qualities and skills should a Mount Ida College graduate possess? Representatives from Mount Ida's faculty, students, staff, parents and administration met to answer this important question. The result was a vision of the All College Curriculum as an integrated whole, emphasizing the connections between knowledge and skills acquired within the major and outside of the major.

The All College Curriculum recognizes that each student is a whole person--not solely a career specialist. Our students will use the flexibility and resources provided by their education to meet a lifetime of personal and professional challenges. The curriculum encourages:

- intellectual and personal growth
- self-confidence
- leadership development
- the cultivation of mature judgment
- responsible citizenship

The All College Curriculum is designed to provide students with an integrated sequence of courses and enrichment experiences that enables them to develop both breadth and depth of knowledge. Courses taken outside of the major add important perspectives and context to the student's chosen area of specialization. Internships and co-curricular activities provide hands-on learning and opportunities to put theoretical knowledge to practical use. This multidisciplinary approach recognizes that all knowledge is relevant and interconnected, and that learning is a lifelong process.

The All College Curriculum encompasses two general areas within a framework composed of the student's major, required courses outside of the major, free electives, and enrichment experiences.

### **Transferable Skills**

critical thinking  
oral and written communication  
quantitative reasoning  
creative thinking  
information literacy  
technology competency  
interpersonal skills

### **Subject Areas and Perspectives**

literature and the arts  
historical understanding  
scientific understanding  
the social world  
appreciation of diversity  
moral and ethical reasoning  
multidisciplinary perspectives  
professional preparation

## **ALL COLLEGE CURRICULUM COURSE REQUIREMENTS**

### **Foundation**

**CC 101:** First-Year Seminar (1<sup>st</sup> semester of freshman year)

**PE 100:** Health Concepts Management

**EN 101:** Composition and Literature I

**EN 102:** Composition and Literature II

### **Perspectives**

**Literature\*** (1 course): any literature course that meets criteria.

**Quantitative Reasoning\*** (1 course): math or statistics.

**The Social World\*** (1 course, taken in freshman or sophomore year): psychology, sociology, anthropology, economics, political science, law.

**Historical Understanding\*** (1 course)

**Scientific Understanding\*** (1 course, taken in freshman or sophomore year)

**Humanities or Fine Arts\*** (1 course, taken in freshman or sophomore year): art history, philosophy, religion, humanities courses, foreign language, music appreciation, studio art, drama, photography, creative writing.

**Exploration Courses\*** (3 courses): three additional courses from Perspectives area

\* If any of these areas are already required as professional preparation in a student's major, the College Curriculum requirement is satisfied.

### **Connections**

**Junior Interdisciplinary Seminar** (JR designation): all JR courses are writing intensive

**One 300-Level Course** (in social sciences, humanities or science)

**Senior Capstone Course** (within program or major)

### **Oral and Written Communication Requirements**

**Two courses beyond EN102 and in addition to the Junior Interdisciplinary Seminar must be writing intensive (“W”) courses.**

**Two courses must be oral communications (“O”) courses.**

(Note: These are not additional requirements, but courses inside or outside the program/major that have been identified as meeting the requirements for writing intensive or oral communication courses.)

### **Additional Skills and Perspectives**

Programs/majors must also demonstrate which courses or experiences (instructional or co-curricular) provide students with the opportunity, over four years, to develop the following skills and perspectives:

Critical Thinking

Creative Thinking

Information Literacy

Technology Competency

Interpersonal Skills

Appreciation of Diversity

Moral and Ethical Reasoning

Professional Preparation

## CRITERIA FOR TRANSFERABLE SKILLS AND SUBJECT AREAS AND PERSPECTIVES

### *Transferable Skills*

#### **Critical Thinking**

*Learning Objective:* A student should be able to use critical thinking skills to interpret, analyze, synthesize, and evaluate information in order to make a considered judgment.

Critical thinking has two components:

1. a set of skills to process and generate information and beliefs, and
2. the habit, based on intellectual commitment, of using those skills to guide behavior.\*

\*Michael Scriven and Richard Paul, for the National Council for Excellence in Critical Thinking, <http://www.criticalthinking.org/university/univclass/Defining.htm>

- analyze a problem and identify alternative solutions
- distinguish fact from opinion
- draw inferences from a text or oral presentation
- identify biases and unwarranted assumptions
- compare and contrast concepts, theories, and arguments
- apply general principles to specific factual situations
- recognize when and why exceptions to general rules are appropriate
- identify factual inconsistencies and omissions

#### **Oral and Written Communication**

*Learning Objective:* A student should be able to communicate effectively through oral, written, and other means.

- read with comprehension
- write in clear, concise, grammatically correct English
- organize and format an essay, research paper, and critical review, using appropriate citation form
- speak in clear and correct English
- logically formulate and evaluate arguments in support of specific positions
- develop and practice oral presentation skills
- use language to persuade

#### **Quantitative Reasoning**

*Learning Objective:* A student should be able to use appropriate mathematical techniques to assess data and information for the purpose of drawing conclusions and inferences about phenomena and events.

- distinguish between information and data
- create and interpret graphical representations of data
- evaluate the applicability and reliability of data
- select and use the appropriate quantitative tools to accomplish a task

## **Creative Thinking**

*Learning Objective:* A student should be able to use his/her unique gifts, talents, and vision to generate innovative ideas and/or solutions.

- evaluate, critique, and choose among a selection of ideas
- understand how divergent thinking aids the creative process
- produce a tangible expression of creativity

## **Information Literacy**

*Learning Objective:* A student should be able to recognize when information is needed and have the ability to locate, evaluate, and effectively use this information.

- determine the nature and extent of the information needed
- access needed information effectively and efficiently
- evaluate information and its sources critically and incorporate selected information into the student's knowledge base and value system
- apply new and prior information to the planning and creation of a particular product or performance
- understand many of the economic, legal, and social issues surrounding the use of information, and access and use information legally and ethically

## **Technology Competency**

*Learning Objective:* A student should be able to work and communicate in a networked environment using appropriate technology.

- develop basic computer operation skills: use an operating system; work with files, directories and folders; use hard drive and network drive space, and manage peripherals
- use computer software skills to access, analyze, create, store, retrieve and communicate ideas and information in text and graphical formats
- access, utilize and/or create resources and services via an intranet or the Internet

## **Interpersonal Skills**

*Learning Objective:* A student should be able to develop interpersonal skills to work effectively with others to achieve goals.

- interact in a professional manner in academic and workplace settings
- be tactful and diplomatic when necessary
- be flexible and adaptable
- be assertive without being aggressive
- function effectively as part of a team
- engage in constructive conflict resolution
- work well with a minimum of supervision
- practice civility in daily interactions
- develop and maintain a positive attitude

## Subject Areas and Perspectives

### **Literature and the Arts**

*Learning Objective:* A student should realize that the imagined worlds found in literature and the arts enhance our lives and provide fresh perspectives on the human condition.

- derive increased sensibility and an expanded store of wisdom from images, impressions, and ideas
- use the work of artists, composers or writers as models for one's own work
- appreciate the intrinsic value of visual, musical and verbal forms
- be conscious of the context of literary, musical, and other artistic works
- interpret the nuances and vocabularies of literary, musical and other artistic forms.

### **Historical Understanding**

*Learning Objective:* A student should recognize that all human endeavors are part of a historical process, and that knowledge of the past provides meaning for the present.

- understand that culture, institutions, achievement, contemporary issues, and current events are the product of a long stream of human activities
- appreciate how knowledge of past cultures and events helps explain human nature, and provides a scale by which to judge one's own culture, accomplishments and quality of life
- realize that history promotes self-awareness and empathy

Specific common historical knowledge provides a cultural link for those living within a society. To participate fully in this cultural link, it is recommended that students should understand world and American history.

### **Scientific Understanding**

*Learning Objective:* A student should be able to understand the process of scientific inquiry and the relevance of scientific data for personal decisions and public policy.

- apply the scientific method to explore natural phenomena
- use field specific terminology to identify processes, structures, and observed events
- develop a set of criteria and processes for judging the validity of factual knowledge within a subject area
- understand the social, political, and ethical implications of the technological applications of scientific knowledge

## The Social World

*Learning Objective:* A student should understand how research in the social sciences informs us of the ways individuals, groups, and institutions interact and provides a basis for improving society through individual and public actions.

- understand the influence of social structure and processes on both individual experiences and public events
- grasp the dynamic relationship between free will and social context
- relate one's own life to the context of society and history
- interpret current events in relation to any or all of the following: economics, politics, culture, social structure, history, and individual motivation

## Appreciation for Diversity

*Learning Objective:* A student should develop an appreciation of human diversity that enables her/him to respect the contributions of other people and encourages the inclusion of all members of society.

- know about contributions to fields of knowledge made by people of many different backgrounds
- be aware of differences in values and practices between mainstream U.S. culture and cultures in other parts of the world, as well as subcultures within the United States
- show respect for people who are different from oneself with regard to, for example, their race, ethnicity, sex, sexual orientation, religion, physical and mental capacities, and talents
- understand how differences among people often form the basis for inequality, prejudice, and discrimination, and that these disadvantages are rooted in society and culture, not in the qualities of the individual
- recognize that diversity enriches all aspects of our individual and collective lives

## Moral and Ethical Reasoning

*Learning Objective:* A student should be able to critically evaluate ways of believing and acting that support responsible and purposeful living.

- Personal Ethics: the ability to examine and compare one's own personal value system to the values of others in order to understand the nature of principled choice and informed decision-making, and to accept responsibility for one's actions.
- Professional Ethics: an understanding of the moral and ethical responsibilities established for professionals in the student's major or program of study.
- Societal Ethics: an exploration of the duty of the individual to the community and of the community to the individual, including the responsibility of civic participation, the balance between individual and collective rights, and the legitimate, competing claims of diverse segments of society.
- Global Ethics: an ability to recognize the ethical dilemmas involved in human relations between and within nations; the conservation and utilization of terrestrial and extraterrestrial resources; and the differing ethical viewpoints, priorities, and values of local cultures.

**Multidisciplinary Perspectives:**

*Learning Objective:* A student should recognize the interconnectedness of all knowledge, bringing together information and approaches from varied fields.

- utilize resources from the humanities, social sciences and natural sciences to investigate and clarify questions, problems and issues
- recognize that multidisciplinary approaches enhance creativity

**Professional Preparation**

*Learning Objective:* A student should acquire the knowledge, skills, and abilities for entrance into a career and for further professional growth.

- be familiar with career paths, networks, and options
- understand and adhere to standards of a profession
- understand how to apply professional knowledge, skills, and abilities
- develop tools and strategies for success
- welcome opportunities for practical experience within a profession
- prepare for professional certification where appropriate

## **WRITING ACROSS THE CURRICULUM (WAC) PROGRAM**

As a primarily baccalaureate institution, proficient writing and critical thinking skills are part of our expectations for all Mount Ida College graduates. After surveying all programs, the College Curriculum Task Force noted widespread faculty support for helping students to improve their writing skills in all courses.

The College has made periodic attempts to create a WAC program, but efforts died from lack of momentum, supervision and a budget. The College Curriculum emphasizes the importance of writing inside and outside the major. It also makes provision for a coordinator and budget, without which the WAC program most likely will meet the fate of its predecessors.

### **Recommendations**

1. The WAC program will prepare students to write for both professional and general audiences.
2. Papers, essay exams or writing projects will be required by faculty in all courses; developing students' proficiency in writing should be considered a campus-wide initiative.
3. In collegial discussions, faculty should develop a shared sense as to how writing skills can be nurtured, and reach a consensus on how student writing will be evaluated.
4. Students will take three writing-intensive ("W") courses beyond EN 102.
5. EN 102 will continue to emphasize expository writing; all sections will include a research paper in addition to other writing assignments. EN 101 and 102 may not be taken concurrently.
6. The WAC program will have a budget, designated faculty, and faculty coordinator who will work with programs and faculty, the Academic Success Center, the library and other offices to coordinate a comprehensive writing program. The coordinator may conduct student writing workshops and may hire and train "writing associates" to assist students to improve their writing skills.

## **JUNIOR INTERDISCIPLINARY SEMINAR**

One point that the All College Curriculum Task Force found compelling was the concept that students should be encouraged to integrate their knowledge, preferably at the upper levels. Most colleges follow a traditional distribution model in which students take general education courses spread over several disciplines in their freshman and sophomore years, but rarely are encouraged to integrate that knowledge and experience at a higher level. These colleges find it difficult to open up slots in the junior and senior years for such an interdisciplinary general education experience. Fortunately for Mount Ida College, we already had the structure in place to accomplish this: junior-level courses that were required by all bachelor degree programs under the old general education system. The existing courses were not truly interdisciplinary, nor were they truly integrative as far as the students were concerned, since BLS students took one set of courses and all other students took another set, but the course slots were available and thus allowed for the creation of a shared experience at the upper level. There is an added benefit: in order to effectively teach these interdisciplinary courses faculty will have to reach out to faculty in other disciplines. It is an excellent opportunity to promote collegiality, continued learning, and a sense of community among the faculty involved.

Purpose: To create a shared academic experience for all students

To integrate knowledge learned in the first two years

To illustrate that comprehensive understanding comes from an interdisciplinary approach

Overall Theme: "Understanding the Human Condition"

Subject: Each course covers a broad-based subject that looks at significant issues of human existence. Each subject is explored from various views and disciplines, e.g., history, science, social science, humanities, moral and ethical reasoning, etc.

Specifically, the topic must:

1. Concern the human condition
2. Be large in its focus (not focused on a minute issue)
3. Involve a broad historical perspective
4. Legitimately use perspectives from the humanities, social sciences and natural sciences
5. Involve moral and ethical issues

Some examples of seminars produced to date:

That Mad Game: Perception and Reality of War  
Globalism, Cyberculture and Identity  
Truth and Propaganda  
Personality in Biological, Historical and Cultural Contexts  
The Modern Skeptic: Critical Thinking in a Complex World

Format: Format will involve reading, group discussions, and writing assignments. *The Junior Seminar is a writing intensive ("W") course and must meet that requirement.* No more than 20 students should be enrolled in each section.

Educational Goals: Oral communication (small group discussion, defending positions), writing skills (writing intensive), multiple perspectives, moral and ethical problems, historical understanding, and an opportunity to examine issues affecting human beings from a broad perspective (lifelong learning).

Implementation: Faculty from various disciplines would teach the courses. The faculty would meet on a regular basis to discuss their subjects and possible interdisciplinary teaching opportunities. This approach will provide a forum for continued learning by faculty. It will also encourage team teaching, shared classroom experiences, and opportunities for faculty to visit each other's classes.

## **SENIOR CAPSTONE EXPERIENCE**

In order to help students synthesize, integrate and assess their learning over four years, the College Curriculum Task Force recommends that each program of study require a senior capstone course. The topic of study would be chosen by the student in consultation with the faculty member, and would incorporate a substantial body of work that might include fieldwork, a seminar, a reading list, independent research, and a long paper or project. Capstone courses should also require a formal presentation by the student.

### Recommendations

1. Capstone projects will be required of all seniors at Mount Ida College.
2. The projects will run for a full semester and will include a course/seminar/workshop component.
3. Students will choose their topics with faculty approval. Topics for the capstone project should provide an opportunity to synthesize and integrate the knowledge, skills and insights developed by the student over the course of completing his/her four-year program of study.
4. The capstone course will require a substantive thesis/paper/report/project that meets professional criteria within the field of study.
5. At the end of the semester, all capstone courses will schedule a time for students to present and discuss their work in front of other students, faculty and staff.
6. Programs that currently require externships will add an in-class workshop or seminar to the fieldwork component and require a substantive paper or project.

# Criminal Justice Program Advising Checklist

(ACC course requirements noted in boldface)

Two "O" (oral communication) courses are required.

Two "W" (writing-intensive) courses are required (not counting EN 101 & 102, or Junior Interdisciplinary Seminar).

Developmental courses (EN 003/004, EN 099, MA 090, MA 098) do *not* count toward completion of academic program requirements.

Non-academic PE courses (PE 001, PE 002, etc.) do not count toward completion of academic program requirements.

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**First Year** (add two courses from "Tier 1" list in first year)

	Semester	Course (where applicable)
<b>CC 101: First-Year Seminar</b>	_____	_____
<b>PE 100: Concepts in Health Management (2 cr.)</b>	_____	_____
<b>EN 101: Composition and Literature I</b>	_____	_____
<b>EN 102: Composition and Literature II</b>	_____	_____
CJ 101: Intro. to Criminal Justice	_____	_____
CJ 110: Juvenile Justice	_____	_____
PS 101: Intro. to Psychology ( <b>Social World Elective</b> )	_____	_____
LG 115: Criminal Law ( <b>Exploration 1</b> )	_____	_____
SO 101: Intro. to Sociology ( <b>Exploration 2</b> )	_____	_____

**Tier 1 Courses**

PO 102: American Government <i>or</i>	_____	_____
PO 103: State and Local Government ( <b>Exploration 3</b> )	_____	_____
<b>Historical Understanding Elective</b>	_____	_____
<b>Humanities/Fine Arts Elective</b> (in first or second year)	_____	_____
<b>Literature Elective</b>	_____	_____
<b>Scientific Understanding Elective</b>	_____	_____
(SC 207 must be chosen for Forensic Science Concentration)		

**Tier 2 Courses**

CJ 202: Criminology \_\_\_\_\_

CJ 210: Policing and Police Administration \_\_\_\_\_

CJ 220: Introduction to Corrections \_\_\_\_\_

LG 225: Criminal Procedure \_\_\_\_\_

LS 280: Conflict Resolution (“O” course 1) \_\_\_\_\_

**Statistics** (MA 201, MA 210, etc.)  
**(Quantitative Reasoning Elective)** \_\_\_\_\_

LG 320: American Constitutional Law \_\_\_\_\_

LS 380: Mediation Theory and Practice (“O” course 2) \_\_\_\_\_

PH 301: Ethics (**300-level course**) \_\_\_\_\_

PS 301: Abnormal Psychology (“W” course 1) \_\_\_\_\_

Research Methods in the Social Sciences  
(PS 202, BH 320 or other appropriate course) \_\_\_\_\_

**Junior Interdisciplinary Seminar** \_\_\_\_\_

**Senior Year**

CJ 405: Current Social Issues in Criminal Justice \_\_\_\_\_

CJ 407: Senior Externship/Seminar (**Capstone**) \_\_\_\_\_

**Nine Open Electives** (Three-credit courses on any subject, taken any time. One must be a “W” course, if second “W” course is not taken elsewhere):

Open Elective 1 \_\_\_\_\_

Open Elective 2 \_\_\_\_\_

Open Elective 3 \_\_\_\_\_

Open Elective 4 \_\_\_\_\_

Open Elective 5 \_\_\_\_\_

Open Elective 6 \_\_\_\_\_

Open Elective 7 \_\_\_\_\_

Open Elective 8 \_\_\_\_\_

**Open Elective 9 (“W” course 2, if not taken elsewhere)** \_\_\_\_\_

**CHOOSE ONE CONCENTRATION: concentrations are declared at the end of the first year.**

***Corrections***

- CJ 235: Drug Interactions and Criminal Behavior Patterns \_\_\_\_\_
- CJ 301: Principles of Probation and Parole \_\_\_\_\_
- CJ 403: Issues in Treatment and Rehabilitation \_\_\_\_\_
- CJ 420: Criminal Sexual Offenders \_\_\_\_\_

***Forensic Science: choose four courses from the following electives***

- CJ 323: Criminal Profiling Strategies \_\_\_\_\_
- CJ 408: Principles of Crime Analysis \_\_\_\_\_
- AF 309: Forensic Science II \_\_\_\_\_
- AF 311: Applied Forensic Science Case Studies \_\_\_\_\_
- AF 450: Special Topics in Applied Forensic Science \_\_\_\_\_

***Policing: choose four courses from the following electives***

- CJ 235: Drug Interactions and Criminal Behavior Patterns \_\_\_\_\_
- CJ 311: Community Policing \_\_\_\_\_
- CJ 323: Criminal Profiling Strategies \_\_\_\_\_
- CJ 401: Investigative Methods and Procedures \_\_\_\_\_
- CJ 408: Principles of Crime Analysis \_\_\_\_\_

**TOTAL COURSES: 41**  
**TOTAL CREDITS: 122**

## **American Studies (Revised, 10/05)**

American is an interdisciplinary field traditionally anchored in history and English, but encompassing culture, law, race, gender, religion, and economics. Students will learn where America comes from, how America has been and is perceived, and all about American institutions, society and culture. As a traditional liberal arts degree, students learn skills such as critical thinking, interdisciplinary thinking, effective writing, oral communication and research skills.

Students will begin with introductory courses in American history, sociology and English. In their sophomore year they will take Introduction to American Studies, which will provide an overview of the perception of America. Students will take two electives in each of the following areas: American History, American Institutions, and American Culture, Race and Gender. They will also take three additional courses in one of those areas to create a “concentration.” Finally, they will participate in a senior capstone experience.

### **All College Curriculum Requirements: (38 cr.)**

**CC 101 – First-Year Seminar** (Foundation)

**PE 100 – Concepts in Health Management** (Foundation)

**EN 101 – Composition and Literature I** (Foundation)

EN 102 – Composition and Literature II (**Foundation**)

EN 105 – Public Speaking (**O course**)

Math Course (**Quantitative Reasoning**)

Science Course (**Scientific Understanding**)

Two Humanities or Fine Arts courses (**Humanities/Fine Arts, Exploration 1**)

PH 301: Ethics (**Moral and Ethical Reasoning**)

LS 280: Conflict Resolution and Mediation (**O Course**)

**300 Level Elective**

**Junior Interdisciplinary Seminar (W Course)**

### **Program Requirements: (45 cr.)**

HI 101: American History I (3 cr.) (**Historical Understanding**)

HI 102: American History II (3 cr.) (**Exploration 2**)

American Literature Course (3 cr.) (**Literature**)

EN 220: Short Story

EN 233: Multicultural Women Writers

EN 237: The Romantic American Hero

EN 238: American Hero in the Jazz Age

EN 252: Asian American Literature

EN 253: African-American Literature

EN 343: Major American Writers: Poetry and Prose

SO 101: Intro to Sociology (3 cr.) (**Social World**)

AM 201: Intro to American Studies (3 cr.)

### American History (6 cr.) (**Exploration 3**)

HI 208: African-American History

HI 209: Women in American History

### **HI 210: Native American History**

HI 303: Colonial America

HI 304: Revolutionary America

HI 307: Civil War

HI 309: America in Depression and War, 1929-1945

HI 310: Modern America

American Institutions (6 cr.)

BA 101: Introduction to Business  
 BA 217: Money and Banking  
 BA 340: Union Management  
 BA 405: Current Issues in Business, Economics and Management  
 CJ 101: Introduction to Criminal Justice  
 CJ 210: Policing and Police Administration  
 CJ 220: Introduction to Corrections and Correctional Administration  
 EC 201: Macroeconomics  
 EC 202: Microeconomics  
 ED 320: A History of American Education  
 LG 101: Introduction to Law  
 LG 115: Criminal Law  
 LG 225: Criminal Procedure  
 LG 311: Women Law and Society  
 LG 320: American Constitutional Law  
 PO 102: American Government  
 PO 103: State and Local Government

American Culture, Race and Gender (6 cr.)

EN 233: Multicultural Women Writers  
 EN 252: Asian American Literature  
 EN 253: African-American Literature  
 EN 308: American Popular Culture  
 EN 325: How to Read a Film  
 FT 220: Sociology of Sport  
 HI 208: African-American History  
 HI 209: Women in American History

**HI 210: Native American History**

LG 311: Women, Law and Society  
 SO 118: Social Problems  
 SO 209: Race and Ethnic Relations  
 SO 202: Introduction to Social Inequality

Concentration (9 cr.)

Three courses in one of the above discipline areas (American History, American Institutions, or American Culture, Race and Gender). At least two courses in the five taken for the concentration must be at the 300 or 400 level.

**(300 level Elective)**

AM 401 Senior Seminar (3 cr.)

**Open Electives: (39 cr.)**

Note: Students should also possess up-to-date computer skills. If they do not possess these skills, then they will have to take a computer course as an open elective. An internship course is available as an elective. **Students must take two writing intensive courses (“W”) courses among their program and open electives.**

## Courses that Fulfill All College Curriculum Requirements

### Literature (and Exploration courses):

EN 213	Tales of the Dark Side
EN 220	American Short Story
EN 229	Poetry
EN 230	Drama
EN 233	Multicultural Women Writers
EN 234	The Spirit and the Flesh
EN 237	Romantic American Hero
EN 238	The American Hero in the Jazz Age
EN 251	Modern Latin American Literature
EN 252	Asian American Literature
EN 253	African-American Literature
EN 340	Warriors, Courtiers, Sinners, and Saints
EN 341	Possible Worlds: The Staging of Life in Renaissance England
EN 342	Major British Writers
EN 343	Major American Writers
EN 401	Continental European Literature I
EN 402	Continental European Literature II
HT 315	Literature of Death and Dying
RL 210	Literature of the Bible

### Quantitative Reasoning (and Exploration courses):

MA 115	Mathematical Ideas
MA 121	Elements of Algebra
MA 201	Statistics for the Behavioral/Health Sciences
MA 202	Calculus I
MA 203	Calculus II
MA 204	Calculus III
MA 210	Statistics
MA 220	Methods of Quantitative Analysis

### The Social World (and Exploration courses):

AM 201	Introduction to American Studies
EC 201	Macroeconomics
EC 202	Microeconomics
LG 101	Introduction to Law
LG 115	Criminal Law
LG 225	Criminal Procedure

LG 311	Women Law and Society
LG 320	American Constitutional Law
LS 201	Leadership Studies
PO 102	American Government
PO 103	State and Local Government
PS 101	Introduction to Psych
PS 105	Child Growth and Development
PS 107	Human Sexuality
PS 201	Psychology of Grief
PS 206	Psychology of Personality Adjustment
PS 225	Social Psychology
PS 240	Human Growth and Development
PS 301	Abnormal Psychology
PS 302	Forensic Psychology
PS 315	Theories of Personality
PS 327	Sport and Exercise Psychology
PS 332	Physiological Psychology
PS 334	Psychology of Motivation and Learning
SO 101	Introduction to Sociology
SO 202	Introduction to Social Inequality
SO 203	Sociology of Deviance
SO 209	Race and Ethnic Relations
SO 214	Sociology of the Family
SO 304	Sociology of Gender
SO 344	Religion in Contemporary Societies
SO 400	Social Issues in Global Perspective

**Historical Understanding (and Exploration courses):**

HI 101	American History I
HI 102	American History II
HI 117	History of Civilization I
HI 118	History of Civilization II
HI 208	African-American History
HI 209	Women in American History
HI 210	Native American History
HI 303	Colonial North America
HI 304	Revolutionary America
HI 307	The Civil War
HI 309	America in Depression and War, 1929-1945
HI 310	Modern America

**Scientific Understanding (and Exploration courses):**

AF 309	Forensic Science II
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BI 107	Biology of Cells <b>w/lab</b>
BI 108	Biology of Organisms <b>w/lab</b>
BI 140	Anatomy and Physiology I <b>w/lab</b>
BI 141	Anatomy and Physiology II <b>w/lab</b>
BI 201	General Zoology <b>w/lab</b>
BI 235	Microbiology Fundamentals <b>w/lab</b>
BI 301	Plant Biology <b>w/lab</b>
BI 302	Ecology and Evolution
BI 303	Computational Biology <b>w/lab</b>
BI 340	Genetics
SC 101	General Chemistry I <b>w/lab</b>
SC 102	General Chemistry II <b>w/lab</b>
SC 104	Fundamentals of Chemistry <b>w/lab</b>
SC 109	Environmental Biology <b>w/lab</b>
SC 115	Physics I <b>w/lab</b>
SC 115	Physics I <b>w/lab</b>
SC 120	Biology of Human Nutrition
SC 125	Plants and Civilization
SC 142	Cosmetics, Food and Poisons
SC 146	Gross Anatomy and Physiology I <b>w/lab</b>
SC 147	Gross Anatomy and Physiology II <b>w/lab</b>
SC 150	Health Issues and Concerns
SC 160	Survey of Human Form and Function <b>w/lab</b>
SC 201	Organic Chemistry I <b>w/lab</b>
SC 202	Organic Chemistry II <b>w/lab</b>
SC 207	Forensic Science
SC 230	Science From the Perspective of the Human Body
SC 303	Global Scientific Issues
SC 304	Space, Time and Uncertainty
SC 310	Issues in Science: Physical Anthropology
SC 330	Biochemistry <b>w/lab</b>
SC 401	Animal Ways and Human Values
SC 402	Ecological Issues
VT 330	Biological Bases of Animal Behavior

### **Humanities/Fine Arts Electives (and Exploration courses):**

AR 102	Basic Drawing Skills
AR 107	Drawing Concepts
AR 109	Color Theory
AR 111	Anatomy and Figure Drawing
AR 112	Two and Three Dimensional Design
AR 123	Introduction to Visual Design
AR 210	Basic Photography
AR 231	History of Art I
AR 232	History or Art II
AR 310	The Art of African Cultures

AR 433	History of Modern and Contemporary Art	
EN 308	American Popular Culture	
HT 320	Aesthetics	
MU 101	Intro to Music I	
MU 102	Intro to Music II	
MU 110	Chorus I	(Note: Students may use three credits from these 1 credit courses for 1 Humanities/Fine Arts elective)
MU 120	Chorus II	
RL 205	Comparative Religions	
RL 210	Literature of the Bible	
PH 101	Philosophical Beginnings	
PH 301	Ethics	
SP101	Spanish I	
SP102	Spanish II	

### **Oral Communications Courses:**

AF 311	Applied Forensic Science Case Studies
CH 207	Physical Development, Health and Safety of Young Children
EN 105	Public Speaking
LS 280	Conflict Resolution
LS 380	Advanced Mediation

### **Pending Designation:**

HS 400/SO 400	Social Issues in Global Perspective
VT 315	Veterinary Management

### **Writing Intensive Courses:**

AR 433	History of Modern and Contemporary Art
CM 204	Intermediate Composition
EN 220	American Short Story
EN 233	Multicultural Women Writers
EN 237	Romantic American Hero
EN 238	The American Hero in the Jazz Age
HI 303	Colonial North America
HI 304	Revolutionary America
HI 307	The Civil War
HI 309	America in Depression and War, 1929-1945
HI 310	Modern America
HS 400/SO 400	Social Issues in Global Perspective
ID 310	History of Furniture

ID 440	Pre-Thesis: Programmatic Research
PS 301	Abnormal Psychology
SC 310	Issues in Science: Physical Anthropology
SO 202	Social Inequality (to be a 300 level course next year)
SO 304	Sociology of Gender
VT 208	Veterinary Parasitology
VT 330	Biological Bases of Animal Behavior

**Junior Interdisciplinary Seminars:**

JR 301	Truth & Propaganda
JR 302	That Mad Game: Perception and Reality of War
JR 303	Globalization, Cyberculture and Identity
JR 304	Personality: An Interdisciplinary Investigation
JR 305	The Modern Skeptic

**300 Level Electives in Science, Social World and Humanities/Fine Arts:**

Any 300 level course in the categories labeled:

Humanities/Fine Arts  
 Literature  
 The Social World  
 Historical Understanding  
 Scientific Understanding