

General Studies Becomes CORE Curriculum

C

Communication (Written, oral, technological)

Competencies: Composition, argument, reasoning, reading, structure, evidence, computer literacy, world language

O

Orientation (Who are we? Where are we? How did we get here?)

Competencies: Historical knowledge, arts & letters, multicultural and global awareness, social-science methodologies

R

Recognition (How the world works)

Competencies: Natural & physical sciences and lab, mathematical reasoning, social organization, environmental science, economics

E

Evaluation (Putting it all together)

End Stage: Critical & creative thinking, ethical reasoning, active citizenship (being readers, writers and participants)

PROGRAM OBJECTIVES

Current General Studies Goals	Proposed CORE Curriculum Program Objectives
<p>The General Studies Program is designed to help graduates achieve the following competencies:</p> <p>Metro State students should be able to:</p> <ul style="list-style-type: none"> • Write and speak with clarity; • Read and listen critically; • Draw conclusions from quantitative data; • Recognize faulty reasoning; • Organize ideas; and • Communicate with experts in other disciplines and learn from them. <p>Metro State students should:</p> <ul style="list-style-type: none"> • Have an open attitude toward different approaches to problems; • Have an informed awareness of the principal human achievements in history, arts and letters, society, and science; and • Be introduced to the basic methods, knowledge, problems or attitudes characteristic of a field. 	<p>After completing the CORE curriculum, students should be able to demonstrate:</p> <ul style="list-style-type: none"> • An ability to communicate ideas effectively both in speaking and in writing. • An ability to assess information critically (information literacy). • An ability to draw conclusions from quantitative data. • An ability to think critically and ethically. • A broad understanding of the sciences, social sciences, humanities, arts and history. • An understanding of diversity in the United States and around the world. • The capacity to participate as a socially responsible member of civic, professional, cultural and global communities. • An ability to address complex problems using analytic skills and creative techniques. • The characteristics of life-long learners who can adapt to new environments and integrate knowledge from different sources.

<p>Level II**</p> <table border="0"> <thead> <tr> <th>Category.....</th> <th>Semester Hours</th> </tr> </thead> <tbody> <tr> <td>Historical.....</td> <td>3</td> </tr> <tr> <td>Arts and Letters.....</td> <td>6</td> </tr> <tr> <td>Social Sciences.....</td> <td>6</td> </tr> <tr> <td>Natural Sciences.....</td> <td>6</td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td>Total.....</td> <td>33</td> </tr> </tbody> </table>	Category.....	Semester Hours	Historical.....	3	Arts and Letters.....	6	Social Sciences.....	6	Natural Sciences.....	6	 		Total.....	33	<p align="center">Basic Knowledge of an Educated Person <i>Liberty cannot be preserved without general knowledge among the people. ~John Adams</i></p> <p>These courses help students gain the fundamental knowledge of an educated person while continuing to develop the mastery of their skills in language, mathematics, communication, critical thinking, and technology. Educated people have a basic understanding of the natural and social sciences, humanities, arts, and history. They have an ability to think critically and ethically; the capacity to participate as a socially responsible member of civic, professional, cultural, and global communities, plus an understanding of diversity in the United States and around the world.</p> <table border="0"> <thead> <tr> <th>Category.....</th> <th>Semester Hours</th> </tr> </thead> <tbody> <tr> <td>History.....</td> <td>3</td> </tr> <tr> <td>Arts and Letters.....</td> <td>6</td> </tr> <tr> <td>Natural Sciences.....</td> <td>6</td> </tr> <tr> <td>Social Sciences.....</td> <td>6</td> </tr> </tbody> </table>	Category.....	Semester Hours	History.....	3	Arts and Letters.....	6	Natural Sciences.....	6	Social Sciences.....	6
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<p>Senior Experience Graduation Requirement (3 Semester Hours)</p> <p>The Senior Experience course provides a culmination of the undergraduate experience, allowing students to synthesize their learning, using critical analysis and logical thinking. Students may use the course to satisfy major or minor requirements if the course is approved for that use. Students should consult with their advisor and check prerequisites. Students must complete a Senior Experience course at the end of the undergraduate program and must take the course or courses at MSCD. Senior Experience courses include “senior standing” as a prerequisite in addition to other prerequisites designated by the department. In some cases students may need to take two courses to satisfy the requirement.</p>	<p align="center">CORE Seminar: Integrating Skills and Basic Knowledge of an Educated Person <i>It is possible to store the mind with a million facts and still be entirely uneducated. ~Alec Bourne</i></p> <p>In an interdisciplinary seminar, students develop an ability to address complex problems using analytical skills and creative techniques. In this way, they develop the characteristics of lifelong learners who can adapt to new environments and integrate knowledge from different sources. The seminars may address topics ranging from contemporary issues to the eternal questions of human philosophy. In such a seminar, students extend their mastery of the skills of an educated person and combine at least two of the areas in basic knowledge. (Requires at least junior standing and completion of all Skills courses and 15 credits from the Basic Knowledge category. Courses can also count as a major or minor requirement.)</p> <p>See CORE Seminar section on page 24 for goals, student learning, support, and assessment plans.</p> <p>Seminar will include:</p> <ul style="list-style-type: none"> • Reviewing all Skills of an Educated Person • Integrating two areas in Basic Knowledge of an Educated Person <p>Category.....Semester Hours Integrated Skills and Knowledge.....3 - 6 Total.....33 – 36</p>
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SKILLS OF AN EDUCATED PERSON: COMPOSITION

<p>Goals Level I courses aim to provide students with the basic skills of language, mathematics, communication, and critical thought. Except for ENG 1020, Level I courses should be completed within the first 30 semester hours to enable students to use the skills in future coursework. ENG 1020 should be completed within the first 60 hours. Students must meet all prerequisites. Prerequisites for most Level I courses are minimum scores on appropriate assessment tests. ENG 1010 is a prerequisite for ENG 1020. Alternative means of meeting the requirements are possible. Please see an advisor.</p>	<p>Goals Composition courses cultivate an understanding of the writing process, with special attention to writing in higher education. Students will write clearly and well. Students will develop the ability to generate, organize, and present writing for the appropriate audience. Students will develop research and documentation skills.</p>
<p>Student Learning <i>Current</i></p> <ul style="list-style-type: none"> • English 1010 Students will be expected to: <ul style="list-style-type: none"> ◇ Compose, revise, and edit in order to become a self-correcting writer. ◇ Learn and use principles of mechanics, word choice, sentence structure, organizational logic, and develop vocabulary. ◇ Develop at least four of the following skills that underlie the writing tasks often required in college and career; defining, describing, comparing, narrating, explaining, and persuading. ◇ Learn and use standards of logic, completeness, accuracy of content, clarity and correctness of expression expected in the writing of college-educated adults. 	<p>Student Learning <i>Proposed:</i> Students shall be able to:</p> <ul style="list-style-type: none"> • Focus an essay on a central idea or purpose • Specify the central idea through elaborative detail • Adjust writing style to the needs of a specific audience • Produce prose characterized by sound sentence structure, proper writing mechanics, clear diction, and recognizable, logical organization • Use the library and bibliographical tools as means to locate sources of information and further lifelong learning • Evaluate and use sources according to discipline expectations to support a thesis • Demonstrate an understanding of what constitutes plagiarism

<ul style="list-style-type: none"> ◇ Write for a variety of purposes and readers. Demonstrate the ability to construct well-developed paragraphs and organize them into coherent papers. ◇ Engage in critical thinking at all steps in the writing process. <ul style="list-style-type: none"> • English 1020 Students will be expected to: <ul style="list-style-type: none"> ◇ (a) Continue to improve writing and critical thinking skills developed in ENG 1010. ◇ (b) Learn about major types of research, such as documentary, empirical, and experimental. ◇ (c) Learn about library resources including both general and special reference guides. ◇ (d) Recognize different documentation and bibliographic systems and apply at least one. Learn accepted forms for expressing non-original material. ◇ (e) Evaluate the overall accuracy and value of information and its sources; for example, distinguish facts from opinions and relevant from irrelevant information. ◇ (f) Collect, organize, analyze, revise, summarize, and draw conclusions from documentary library research in a coherent, informational, written report. 	
<p>Support</p>	<p>Support Class Size: Class sections shall normally be limited to 24 students. Special or supplementary assistance: Some students may require special or more assistance than the regular class can provide. In such cases, faculty are urged to refer the student to the appropriate program for special or supplementary assistance.</p>

Corequisite: When appropriate, students may be required to attend tutoring sessions in either the Writing Center or Immigrant Services in addition to attending class.

Assessment Placement:

ENGLISH COURSES			
ACCUPLACER Sentence Skills	ACT	SAT	REQUIRED COURSES
			Refer to literacy or adult basic ed program
0 - 24*			
25 – 49*		ENG 030 Basic Writing Skills (CCD Course)	
50 – 69		ENG 060 Basic Writing Skills (CCD Course)	
70 – 94		ENG 090 Basic Composition (CCD Course)	
95-120	18 & Above	440 & Above	ENG 1010 Freshman Composition
*If you score below 80 on the Reading Skills test or 95 on the Sentence Skills test you are required to take the appropriate remedial course. Please see your academic advisor for details. Remedial coursework should be completed in the first 30 credit hours.			

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SKILLS OF AN EDUCATED PERSON: MATHEMATICS

<p>Goals Level I courses aim to provide students with the basic skills of language, mathematics, communication, and critical thought. Except for ENG 1020, Level I courses should be completed within the first 30 semester hours to enable students to use the skills in future coursework. ENG 1020 should be completed within the first 60 hours. Students must meet all prerequisites. Prerequisites for most Level I courses are minimum scores on appropriate assessment tests. ENG 1010 is a prerequisite for ENG 1020. Alternative means of meeting the requirements are possible. Please see an advisor.</p>	<p>Goals Mathematical courses cultivate the ability of students to use numerical and graphical data in coping with public issues and in personal and professional judgments.</p>
<p>Student Learning <i>Current</i> All General Studies Level I Mathematics courses must provide instruction in:</p> <ul style="list-style-type: none"> • Improving computational and problem solving skills. • Using estimation to check or make quick calculations. • Creating and interpreting graphs of numerical data. • Interpreting the relationships between two variable quantities. • Learning and working with basic statistical concepts such as central tendency, variability and probability. • Interpreting and drawing conclusions from quantitative data. 	<p>Student Learning <i>Proposed:</i> Students shall be able to:</p> <ul style="list-style-type: none"> • Select data that are relevant to solving a problem. • Use several methods, such as algebraic geometric and statistical reasoning, to solve problems. • Interpret and draw inferences from mathematical models such as formulas, graphs, and tables. • Generalize from specific patterns and phenomena to more abstract principles and to proceed from abstract principles to specific applications. • Represent mathematical information symbolically, graphically, numerically and verbally. • Estimate and verify answers to mathematical problems to determine reasonableness, compare alternatives, and select optimal results. • Recognize that mathematical and statistical methods have limitations. • Use appropriate technology effectively to investigate and

<p>Support</p>	<p>solve mathematical problems.</p> <p>Support Class Size: Class sections shall normally be limited to 30 students. In order to facilitate writing, critical thinking and discussion, small class sizes are recommended. In large lectures, the use of supplemental or peer instructors or tutors is advised. Special or supplementary assistance: Some students may require special or more assistance than the regular class can provide. In such cases, faculty are urged to refer the student to the appropriate program for special or supplementary assistance.</p>																																																
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85-99 (EA)	19-23	460-559	MTH 1080 Mathematical Modes of Thought MTH 1610 Integrated Mathematics I MTH 1210 Introduction to Statistics MTH 1310 Finite Math with peer study. Must register through Academic Advising.	85 and above (EA)	19 and above	460 and above	MTH 1080 Mathematical Modes of Thought MTH 1610 Integrated Mathematics I MTH 1210 Introduction to Statistics
85-99 (EA)	20-24	480-569	MTH 1110 College Algebra with peer study. Must register through Academic Advising.	85-99 (EA)	19-23	460-559	MTH 1310 Finite Math with Peer Study. Must register through Academic Advising.
100-120 (EA)	25 & Above	570 & Above	MTH 1110 College Algebra	85-99 (EA)	20-24	480-569	MTH 1110 College Algebra with peer study. Must register through Academic Advising.
100-120 (EA)	24 & Above	560 & Above	MTH 1310 Finite Math	100-120 (EA)	25 & Above	570 & Above	MTH 1110 College Algebra
65-79 (CLM)		MTH 1400 Pre-Calculus MAY RETEST ON CLM ONCE		100-120 (EA)	24 & Above	560 & Above	MTH 1310 Finite Math
80-120 (CLM)		MTH 1410 Calculus I		65-79 (CLM)		MTH 1400 Pre-Calculus	
				80-120 (CLM)		MTH 1410 Calculus I	
<p>*If you score below 85 on the Elementary Algebra test you are required to take the appropriate remedial course. Each student is allowed to retest only once. We highly recommend utilizing available review and study resources prior to retesting. A complete list of resources is available at www.mscd.edu/testing. Subsequent testing (third time testing) requires written permission from the math department, located in Science Building room 141.</p> <p>**If you score below 61 on the EA test and require remediation you may not skip MAT 090. When MAT 090</p>							

is completed with a "C" grade or better you may enroll into MAT 106 or MTH 1080. Please see your academic advisor for details.

***ACT, SAT, and Accuplacer Test Scores are valid for five years from date of test.

Remedial coursework should be completed in the first 30 credit hours.

**Math Key AR=Arithmetic, EA=Elementary Algebra,
CLM=College Level Math.**

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**If you score below 61 on the EA test and require remediation you may not skip MAT 090. When MAT 090 is completed with a "C" grade or better you may enroll into MAT 106 or MTH 1080. Please see your academic advisor for details.

***ACT, SAT, and Accuplacer Test Scores are valid for five years from date of test.

Remedial coursework should be completed in the first 45 credit hours.

**Math Key AR=Arithmetic, EA=Elementary Algebra,
CLM=College Level Math.**

SKILLS OF AN EDUCATED PERSON: COMMUNICATION

<p>Goals Level I courses aim to provide students with the basic skills of language, mathematics, communication, and critical thought. Except for ENG 1020, Level I courses should be completed within the first 30 semester hours to enable students to use the skills in future coursework. ENG 1020 should be completed within the first 60 hours. Students must meet all prerequisites. Prerequisites for most Level I courses are minimum scores on appropriate assessment tests. ENG 1010 is a prerequisite for ENG 1020. Alternative means of meeting the requirements are possible. Please see an advisor.</p>	<p>Goals Communication courses cultivate an understanding of the social, psychological, political, and practical significance of communication, with special emphasis on the roles of public communication in a free society. Students will give presentations or make major contributions to class discussion and be encouraged to communicate with confidence in public forums in ways that reflect their unique perspective and identity. Activities could include learning and appreciating a range of public presentation styles and forms of eloquence, making major contributions to class discussion, and respecting the freedom of expression of all members of the community.</p>
<p>Student Learning <i>Current Criteria:</i> All General Studies Level I Communications courses must provide instruction in:</p> <ul style="list-style-type: none"> • Developing the communication skills of effective speaking, critical listening, and critical reading appropriate to the standard of the language, with major emphasis on at least one. Writing and electronic communication are not to be major emphases; critical thinking should be included. Development of skills refers to (a) introduction to theory, (b) practice, and (c) assessment. • Understanding the role of nonverbal factors in the basic communication skill(s) being taught. • Practicing the basic skill(s) being taught through a variety of activities. • Being exposed to a variety of topics presented in conjunction with the development of a specific communication skill. • Organizing and critically analyze information and arguments being communicated; identify common fallacies. • Realizing the significance of good communication skills in all 	<p>Student Learning <i>Proposed:</i> Students shall be able to:</p> <ul style="list-style-type: none"> • Develop effective receptive, expressive, written communication, and critical thinking skills appropriate to the language. • Analyze the role of nonverbal factors in communication. • Identify and assess significant social and intellectual topics. • Organize and critically analyze information and arguments being communicated and identify common fallacies. • Analyze and adapt oral presentations to audiences in order to accomplish the purpose of the presentation or make major contributions to class discussion. • Demonstrate the ethical responsibility inherent in public address.

academic and occupational pursuits.							
Support				<p>Support Class Size: Classes shall normally be limited to 24 students.</p> <p>Special or supplementary assistance: Some students may require special or more assistance than the regular class can provide. In such cases, faculty are urged to refer the student to the appropriate program for special or supplementary assistance.</p>			
Assessment Placement:				Assessment Placement:			
READING COURSES				READING COURSES			
ACCUPLACER	ACT	SAT	REQUIRED COURSES	ACCUPLACER	ACT	SAT	REQUIRED COURSES
0 – 24*		Refer to literacy or adult basic ed program		0 – 24*		Refer to literacy or adult basic ed program	
25 – 39*		REA 030 Basic Reading Skills (CCD Course)		25 – 39*		REA 030 Basic Reading Skills (CCD Course)	
40 – 61*		REA 060 Foundations of Reading (CCD Course)		40 – 61*		REA 060 Foundations of Reading (CCD Course)	
62 – 79		REA 090 College Preparatory Reading (CCD Course)		62 – 79		REA 090 College Preparatory Reading (CCD Course)	
80 - 120	17 & Above	430 & Above	Place into College Level Reading	80 - 120	17 & Above	430 & Above	Place into College Level Reading

BASIC KNOWLEDGE OF AN EDUCATED PERSON: ARTS & LETTERS

<p>Goals <i>Current:</i> Arts & Letters courses impart a broad knowledge of important works and major schools of thought from at least two centuries. They also provide a foundation for critical evaluation within the discipline.</p>	<p>Goals <i>Proposed:</i> Courses in Arts and Letters cultivate a broad knowledge of important works and major schools of thought from at least two centuries. Students will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses should enable students to develop a foundation for critical evaluation within the discipline.</p>
<p>Student Learning <i>Current</i> Courses in the Arts and Letters will enable students to:</p> <ul style="list-style-type: none"> • Acquire a broad knowledge of classic works and major schools of thought from at least two centuries. • Explore the relationships that exist among arts and letters disciplines 	<p>Student Learning <i>Proposed</i> Recognize aesthetic qualities and processes that characterize works of the human intellect and imagination (arts), or recognize how significant works illuminate enduring human concerns (letters), including the following:</p> <ul style="list-style-type: none"> • Respond to such works both analytically (in writing) and/or affectively (in writing and orally, or through other forms of personal and artistic expression) • Write clearly and effectively • Use technology appropriately to access and communicate information
<p>Support</p>	<p>Support Class Size: Class sections shall normally be limited to 30 students. In order to facilitate writing, critical thinking and discussion, small class sizes are recommended and in large lectures the use of supplemental or peer instructors or tutors. Special or supplementary assistance: Some students may require special or more assistance than the regular class can provide. In such cases, faculty are urged to refer the student to</p>

	<p>the appropriate program for special or supplementary assistance.</p>
<p>Content No specific content requirements currently exist.</p>	<p>Content Diversity: Metro State College of Denver is committed to creating a diverse community guided by core values of inclusion, civility, and respect for each individual. Such a community enriches the intellectual climate of the College and the educational experiences of its students, promotes personal growth and a healthy society, and supports a positive work environment.</p> <p>Courses may incorporate issues of diversity in one of two ways: 1) Examining topical issues of the experiences of diverse peoples for discussion and analysis; or 2) Examining the contributions of diverse individuals and populations to the material under study.</p> <p>Diversity issues addressed in CORE Curriculum courses should:</p> <ul style="list-style-type: none"> • Encourage students to act, listen and speak with open minds; • To value individual experiences and perspectives; • To develop skills to work together in a cooperative manner on behalf of the common good; • To appreciate differing viewpoints and ways of knowing, for the purpose of promoting the free exchange of ideas that fosters a healthy and productive society; • And include the experiences and/or contributions of those varying in (including but not limited to): accent, age, ancestry, citizenship status, color, creed, disability, ethnicity, gender, marital status, medical condition, national origin, race, religion or lack thereof, sex, sexual orientation, transgender, and veteran’s status.

BASIC KNOWLEDGE OF AN EDUCATED PERSON: HISTORY

<p>Goals <i>Current:</i> Historical courses aim to impart a broad knowledge of history with emphasis upon the major forces, persons, and events that have shaped the modern world.</p>	<p>Goals <i>Proposed:</i> Courses in history cultivate a broad knowledge of history with emphasis on the major forces, persons, and events that have shaped the modern world.</p>
<p>Student Learning <i>Current criteria:</i> In addition to meeting the basic requirements of all Level II courses, students in History courses will have the opportunity to:</p> <ul style="list-style-type: none"> • Acquire a broad knowledge of history with emphasis upon major forces, persons, and events which have shaped the modern world. • Draw contrasts between contemporary societies and those of one or more past centuries and point out important continuities between past and present. • Explain causes and effects of historical change. • Explore how interrelationships of the political, social, economic, cultural, and intellectual spheres influence history. • Interpret history; that is, find meaning and relevance in the complex historical process. 	<p>Student Learning <i>Proposed:</i> Courses in History will enable students to:</p> <ul style="list-style-type: none"> • Recognize the major forces, persons, and events that have shaped the modern world. • Draw contrasts between contemporary societies and those of one or more past centuries and point out important continuities between past and present. • Explain causes and effects of historical change. • Explore how interrelationships of the political, social, economic, cultural, and intellectual spheres influence history. • Interpret history; that is, find meaning and relevance in the complex historical process. • Write clearly and effectively. • Use technology appropriately to access and communicate information
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<p>Content No specific content requirements currently exist.</p>	<p>Content Diversity: Metro State College of Denver is committed to creating a diverse community guided by core values of inclusion, civility, and respect for each individual. Such a community enriches the intellectual climate of the College and the educational experiences of its students, promotes personal growth and a healthy society, and supports a positive work environment.</p> <p>Courses may incorporate issues of diversity in one of two ways: 1) Examining topical issues of the experiences of diverse peoples for discussion and analysis; or 2) Examining the contributions of diverse individuals and populations to the material under study.</p> <p>Diversity issues addressed in CORE Curriculum courses should: Encourage students to act, listen and speak with open minds;</p> <ul style="list-style-type: none"> • To value individual experiences and perspectives; • To develop skills to work together in a cooperative manner on behalf of the common good; • To appreciate differing viewpoints and ways of knowing, for the purpose of promoting the free exchange of ideas that fosters a healthy and productive society; • And include the experiences and/or contributions of those varying in (including but not limited to): accent, age, ancestry, citizenship status, color, creed, disability, ethnicity, gender, marital status, medical condition, national origin, race, religion or lack thereof, sex, sexual orientation, transgender, and veteran’s status.

BASIC KNOWLEDGE OF AN EDUCATED PERSON: NATURAL SCIENCES

<p>Goals <i>Current:</i> Natural Science courses provide an opportunity for students to experience the systematic formulation and testing of hypotheses and to learn the importance of accurate observation and measurement. Students will differentiate among fact, speculation, evidence, inference, belief, theory, law, and generalization.</p>	<p>Goals <i>Proposed:</i> Courses in the natural sciences cultivate the ability to systematically formulate and test hypotheses and to accurately observe and measure. Students will differentiate among fact, speculation, evidence, inference, belief, theory, law, and generalization.</p>
<p>Student Learning <i>Current criteria:</i> <i>II. CRITERIA FOR NATURAL SCIENCE COURSES</i></p> <p>A. In addition to meeting the basic requirements of all Level II courses, students in Natural Science courses will have the opportunity to:</p> <ol style="list-style-type: none"> 1. Use and improve Level I quantitative skills. 2. Evaluate the differences among fact, speculation, evidence, inference, belief, theory, law and generalization. 1. Interpret basic natural laws related to the discipline. Experience the systematic formulation and testing of hypotheses as well as the importance of accurate observation and measurement. 2. Apply scientific processes to real-life situations that students might encounter. 3. Learn about the experimental basis of scientific knowledge as well as uncertainty and integrity in sciences. 	<p>Student Learning <i>Proposed:</i></p> <ul style="list-style-type: none"> • Evaluate the differences among fact, speculation, evidence, inference, belief, theory, law and generalization • Interpret basic natural laws related to the specific discipline • Systematically formulate and test hypotheses • Make accurate observations and measurements • Apply scientific processes to real-life situations • Explain the experimental basis of scientific knowledge as well as uncertainty and integrity in the sciences • Use mathematical skills effectively, including statistics • Use appropriate technology to conduct experiments, and to access and communicate information

Support	Support Class Size: Class sections shall normally be limited to 35 students. In order to facilitate writing, critical thinking and discussion, small class sizes are recommended. In large lectures, the use of supplemental or peer instructors or tutors is advised. Special or supplementary assistance: Some students may require special or more assistance than the regular class can provide. In such cases, faculty are urged to refer the student to the appropriate program for special or supplementary assistance.
Content	Content One course in natural sciences must include a lab (once space becomes available).

BASIC KNOWLEDGE OF AN EDUCATED PERSON: SOCIAL SCIENCES

<p>Goals <i>Current:</i> Social Science courses aim to explore the formation, behavior, and interaction of various social, cultural, political, or economic groups and institutions.</p>	<p>Goals <i>Proposed:</i> Courses in the social sciences increase students' understanding of the emergence, inner workings, and interaction of various social, cultural, political, or economic groups and institutions.</p>
<p>Student Learning <i>Current criteria:</i> <i>II. CRITERIA FOR SOCIAL SCIENCE COURSES</i></p> <p style="padding-left: 20px;">B. In addition to meeting the basic requirements of all Level II courses, students in Social Science courses will have the opportunity to:</p> <ol style="list-style-type: none"> 1. Use and improve Level I quantitative skills. 2. Explore the formation, behavior, and interaction of various social, cultural, political, or economic groups and institutions. 4. Learn a variety of causes and consequences of individual and collective human behavior. 5. Recognize how behavior is affected by global interdependence or by the social, cultural, physical, political or economic environment. 6. Explore structures, models, or processes that have developed independently or chronologically. 7. Learn to function more effectively in a complex and rapidly changing society by applying appropriate methods to a specific 	<p>Student Learning <i>Proposed:</i></p> <ul style="list-style-type: none"> • Describe the emergence, inner workings, evolution, and interaction of various social, cultural, political, or economic groups and institutions • Analyze a variety of causes and consequences of individual and collective human behavior • Recognize how behavior is affected by global interdependence or by the social, cultural, physical, political or economic environment • Apply appropriate methods to solve specific problems in a complex and rapidly changing society by applying appropriate methods to specific problems • Use mathematical skills effectively, including statistics • Use technology appropriately to access and communicate information

<p>problem.</p>	
<p>Support</p>	<p>Support Class Size: Class sections shall normally be limited to 35 students. In order to facilitate writing, critical thinking and discussion, small class sizes are recommended. In large lectures, the use of supplemental or peer instructors or tutors is advised. Special or supplementary assistance: Some students may require special or more assistance than the regular class can provide. In such cases, faculty are urged to refer the student to the appropriate program for special or supplementary assistance.</p>
<p>Content No specific content requirements currently exist.</p>	<p>Content Diversity: Metro State College of Denver is committed to creating a diverse community guided by core values of inclusion, civility, and respect for each individual. Such a community enriches the intellectual climate of the College and the educational experiences of its students, promotes personal growth and a healthy society, and supports a positive work environment.</p> <p>Courses may incorporate issues of diversity in one of two ways:</p> <p>1) Examining topical issues of the experiences of diverse peoples for discussion and analysis; or 2) Examining the contributions of diverse individuals and populations to the material under study.</p> <p>Diversity issues addressed in CORE Curriculum courses should:</p> <ul style="list-style-type: none"> • Encourage students to act, listen and speak with open minds; • To value individual experiences and perspectives; • To develop skills to work together in a cooperative manner on behalf of the common good; • To appreciate differing viewpoints and ways of knowing, for the purpose of promoting the free exchange of ideas that

	<p>fosters a healthy and productive society;</p> <ul style="list-style-type: none">• And include the experiences and/or contributions of those varying in (including but not limited to): accent, age, ancestry, citizenship status, color, creed, disability, ethnicity, gender, marital status, medical condition, national origin, race, religion or lack thereof, sex, sexual orientation, transgender, and veteran's status.
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CORE SEMINAR: INTEGRATING BASIC SKILLS AND KNOWLEDGE

<p>Goals <i>Current</i></p> <p>The Senior Experience course provides a culmination of the undergraduate experience, allowing students to synthesize their learning, using critical analysis and logical thinking. The capstone will now be released to the departments.</p>	<p>Goals <i>Proposed</i></p> <p>This interdisciplinary seminar helps students integrate thinking and see connections between and among a variety of concepts and ideas using analytical skills and creative thinking.</p>
<p>Student Learning</p> <p>Varies by department.</p>	<p>Student Learning</p> <p>Within the particular content of the seminar, students should be able to:</p> <ul style="list-style-type: none"> • Apply concepts learned in one discipline to other disciplines • Integrate knowledge from different sources • Assess and integrate diverse perspectives on a topic held by interested parties • Distinguish between reasoning (e.g., explanation, argument) and other types of discourse (e.g., description, assertion) • Write clearly and effectively • Speak clearly and effectively • Use mathematical skills effectively, including statistics • Use appropriate technology effectively to access and communicate information
<p>Support</p> <p>Varies by department</p>	<p>Support</p> <p>Class Size: Class sections shall normally be limited to 12 students.</p> <p>Special or supplementary assistance: Some students may require special or more assistance than the regular class can provide. In such cases, faculty are urged to refer the student to the appropriate program for special or supplementary assistance.</p>

ASSESSMENT

<p>Assessment The current general studies program is assessed using MAPP and senior, employee and alumni surveys.</p>	<p>Assessment A CORE Department Coordinator will gather data from embedded assessments or local tests in courses and report that data to the Director of CORE Curriculum and the Director of Assessment. The CORE Department Coordinator will receive 3 credit hours of reassigned time if coordinating from 10 to 30 sections, 6 credit hours of reassigned time if coordinating up to 60 sections, and 9 credit hours of reassigned time if coordinating more than 60 sections. Additionally, the CORE Department Coordinator will assist with orienting faculty to CORE Curriculum program objectives and area goals; help faculty with syllabus and assignment preparation; and assist faculty with course management and advising issues as they arise. The College will continue to use MAPP and senior, employee and alumni surveys.</p>
<p>Assessment of Senior Experience Varies by department</p>	<p>Assessment of CORE Seminar The Director of CORE Curriculum will gather data from embedded assessments or local tests in integrated studies courses and report that data to the Director of Assessment. The College will continue to use MAPP and senior, employee and alumni surveys.</p>

Director of CORE Curriculum

<p>There is no Director of General Studies at present. The LAS Dean's Office does some orientation about the General Studies Program for new faculty, and some departments have assigned faculty various jobs in overseeing general studies courses, but there is not a lot of consistency</p>	<p>The Director of CORE Curriculum is responsible for overseeing the program. This position will report to the Associate Vice President of Curriculum and Programs, but should be filled by a faculty member with 9 hours reassigned time. The Director will be responsible for the following:</p> <ul style="list-style-type: none">• Orient new faculty to the program.• Keep current on scholarship and national trends in general education.• Inform the campus community of scholarship and national trends in general education.• Coordinate curricular changes by working with the CORE Curriculum Committee, the Faculty Senate Curriculum Committee, Academic Council, administrators and the deans.• Coordinate recertification of courses every seven years.• Coordinate assessment of the CORE curriculum with the CORE Department Coordinators and the Director of Assessment.• Report assessment data to departments, schools, the college at large and the community as appropriate.• Assist department chairs, faculty, deans and other administrators in helping to improve the CORE Curriculum and assessment program based on that data.• Work with the Director of Faculty Development to develop programs and support for faculty teaching CORE Curriculum. This could include campus-wide programs to bring in speakers, hold study sessions, and other activities.
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Assistant Director of CORE Curriculum

<p>There is no Assistant Director of General Studies at the present time. The LAS Dean's Office does some orientation about the General Studies Program for new faculty, and some departments have assigned faculty various jobs in overseeing general studies courses, but there is not a lot of consistency</p>	<p>The Assistant Director of CORE Curriculum serves as Chair of the CORE Curriculum Committee and assists the Director of CORE Curriculum as needed. This position should be filled by a faculty member with 3-6 hours reassigned time and who has a vital interest in general education.</p>
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GRADUATION REQUIREMENTS

<p>Writing No current Metro State requirement. There is a gt-Pathways requirement, which is Advanced Writing Course (GT-CO3)</p>	<p>Writing in the Major.....3 These courses help students gain mastery of writing within their discipline. The course should be taken in the student’s major. Under development.</p>
<p>Multicultural Studies.....3 Multicultural course required content and course materials are designed to increase students’ awareness and appreciation of cultural diversity in the United States. Multicultural education coursework examines the interactions of values, beliefs, traditions, identities, and contributions of one or more of the following four groups of color in the United States: African American, Asian American, Hispanic American, and Native American, which may include the characteristics of gender, sexual orientation, age, or disability within these groups. At the conclusion of a multicultural course, students will be able to:</p> <ul style="list-style-type: none"> • Define factors that lead to the formation and continuation of one or more of the four groups of color in United States society. • Present the customs, behavioral patterns, and identities of one or more of the four groups of color in United States society. • Delineate the effects of bias, prejudices, and discrimination on one or more of the four groups of color in United States society. • Describe the cultural similarities, commonalities, and differences within or among one or more of the four groups of color in United States society. • Communicate how the acceptance and inclusion of all 	<p>Multicultural Studies.....3 No change from current program</p>

<p>groups of color enriches lives and increases the creativity and performance of everyone in United States society.</p>	
<p>Global Studies No current Metro State requirement.</p>	<p>Global Studies.....3 Under development.</p>