

CORE CURRICULUM

SUBMITTED BY: Curriculum Committee

CORE CURRICULUM COURSE INFORMATION

DATE	COURSE NO.	COURSE TITLE (40 character limit)	CR
5/11/05	CCAP300	Capstone Seminar in	3

CATALOG DESCRIPTION: (500 character limit)

Challenges students to integrate knowledge from several disciplines, applying academic learning and critical thinking skills to modern-day issues. Encourages students to work with others and become engaged citizens in the context of today's world.

PREREQUISITE	CORE CURRICULUM
instructor permission	Capstone
COREQUISITE	GENERAL EDUCATION
n/a	Not Applicable
PILOT APPROVAL	2 YR APPROVAL
1st Semester <u>Sp 06</u> Expiration <u>Sp 07</u>	1st Semester <u>n/a</u> Expiration <u>n/a</u>

CURRICULUM REQUIREMENTS

MAJOR PROGRAM REQUIREMENT	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	n/a
MINOR PROGRAM REQUIREMENT	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	n/a
SERVICE COURSE	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	core
DEPARTMENTAL ELECTIVE	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	n/a

AUTHORIZING SIGNATURES

DATE <u>5/11/05</u>	<input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED	
ACADEMIC DEAN	<u>Monica Neset Joslin</u>	<u>MNJ</u>
DATE <u>5/11/05</u> Yea <u>7</u> Nay <u>1</u> Abstain <u>0</u>	<input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED	
CURRICULUM COMMITTEE	<u>Deborah Foss</u>	<u>DAF</u>
DATE <u>5/12/05</u> Yea <u>11</u> Nay <u>0</u> Abstain <u>0</u>	<input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED	
ALL COLLEGE COMMITTEE	<u>Robert Bence</u>	<u>RB</u>
DATE <u>5/19/05</u>	<input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED	
PRESIDENT	<u>Mary K. Grant</u>	<u>MKG</u>
DATE <u>5/20/05</u>		
ENTERED INTO INVENTORY	<u>Andrea R. DeMayo</u>	<u>ARD</u>

RATIONALE

This will serve as a vehicle to offer pilot capstone courses. It is anticipated that specific courses will be submitted for permanent approval for the fall 2007 semester

COURSE OBJECTIVES

Students are expected to:

1. Acquire and evaluate information from multiple and varied information sources.
2. Apply academic learning to the context of contemporary local and/or global communities.
3. Investigate and analyze complex problems/issues and draw reasoned conclusions, providing comprehensive support for those conclusions.
4. Effectively communicate ideas, solutions, and plans through a variety of media.
5. Work effectively in collaboration with fellow students and/or community entities to create a product that demonstrates the student has met outcomes 1-4 in connecting academic learning and critical thinking skills with problems in the context of today's world.

TEACHING METHODS & COURSE ACTIVITIES

per instructor, specified on individual syllabus

BASIS FOR STUDENT EVALUATION

per instructor, specified on individual syllabus

PLEASE SUBMIT A COURSE SYLLABUS FOR ALL CORE CURRICULUM COURSES. YOU CAN EITHER CUT & PASTE AN ELECTRONIC COPY ONTO PAGES 4-6 OF THIS FORM OR YOU CAN MAIL A PAPER COPY TO LISA MILANESI THROUGH CAMPUS MAIL.

TIER II CORE CURRICULUM DOMAIN GUIDELINES

CREATIVE ARTS GUIDELINES - Curriculum Committee Approval - April 25, 2001 - The general goal of all Creative Arts courses is 1) to help students gain proficiency in discussing a work of art (an artwork from any artistic medium) in an informed and intelligent manner, and 2) to understand that the arts, regardless of their medium of expression, share important principles and concepts. Tier II Creative Arts courses should improve students' ability to: 1) understand and critically discuss artworks; 2) articulate the relationship between intent, content, and creativity (problem solving); 3) critically analyze works of art to demonstrate the relationship between artistic presentation/style and meaning; 4) make connections between classroom discussion and assigned readings.

HUMAN HERITAGE TIER II GUIDELINES - Curriculum Committee Approval - April 25, 2001 - The generic goal of the Human heritage domain is to help students appreciate the complex interplay of forces in every historical moment, and to recognize that Western intellectual traditions are defined by diversity as much as by commonality, by both resistance to and enrichment by, influences of the rest of the world, and that challenging authority has been a distinctive characteristic of these traditions. More specifically, courses in this domain use case studies to (1) promote understanding of the historical and philosophical traditions of the modern world, (2) familiarize students with historical, philosophical, and literary approaches to the use of text for understanding humanity, and (3) illustrate the interplay between tradition and novelty in any moment of history. Tier II courses in this domain should further strengthen students' ability to achieve the objectives listed for Tier I. In addition, they should challenge students to: 1) conduct scholarly research 2) use skills learned in Modes of Communication to produce a quality research paper using MLA or other style. 3) study in-depth an issue, theme, or historical period 4) look at events from an interdisciplinary perspective.

SELF AND SOCIETY TIER II GUIDELINES - Curriculum Committee Approval - April 25, 2001 - Societies provide the ground in which we grow and develop into the selves that we are. As a result, it is impossible to understand ourselves and those around us without an understanding of the society(ies) that have and are shaping us. This understanding of the social world in which we think, work, and live allows us to be more than just the passive recipients of this "shaping". Furthermore, societies are also shaped by beliefs, values, and activities of human beings. It is impossible to consciously shape one's own society for the better without an understanding of its current structure - and how it got that way. In particular, we need to be aware that what seems "natural" are socially created ways of thinking and doing. Thus, the ultimate goal and benefit of courses exploring the relationship between self and society is a deeper understanding of both the self and society, and, thus, an ability to transform both. Tier II courses in this domain should further strengthen students' ability to achieve Tier I objectives. In addition, they should challenge students to: 1. Demonstrate their understanding of social science methodologies; 2. Carry out a research project; and 3. Understand issues from a least two of the four Tier I themes.

GUIDELINES FOR TIER II SCIENCE AND TECHNOLOGY - Curriculum Committee Approval - April 25, 2001 - The overall goal of the Science and Technology domain is to educate students to the possibilities and limitations of science so they will be able to become informed members of our society and participate in the decision making process of their community. This will be accomplished by 1) exposing students to certain scientific concepts aiding in their understanding of current scientific and technological developments; 2) explaining how science differs from other disciplines through the use of the scientific method. Tier II Science and Technology courses should improve students ability to: 1) employ the scientific method in the laboratory via hands on laboratory experiences; 2) design, implement, and present a research project; 3) prepare formal written reports regarding various laboratory exercises; further strengthen their achievement of Tier I objectives.

