

19-20.15: Motion to Replace Core Curriculum with Core Coursework for the 2020-2021 Catalog

Referred by: Curriculum Committee

Motion:

Faculty Senate approves the recommendation of the Core Curriculum Advisory Committee to change the following:

1. the section on Core Curriculum in the current catalog (2019-2020) be replaced with a section on Core Coursework in the next catalog (2020-2021), and
2. the REAL Council be tasked with labeling the Writing Intensive (WI) courses referenced in the proposed replacement language.

Language in the current catalog to be replaced (in red):

Requirements for All Degrees

To earn an undergraduate degree from Radford University, students must fulfill both Core Curriculum requirements and the requirements associated with a specific degree and major, as well as sufficient electives to complete the minimum semester hours required for graduation. Core Curriculum requirements are detailed below. They are followed by an outline of requirements associated with specific degrees (B.A., B.S., etc.). Details of the requirements for specific degrees and majors can be found in the department sections.

Core Curriculum Program

Radford University is committed to the development of mature, responsible, well-educated citizens. In addition to acquiring a diverse body of knowledge, RU graduates will possess a love of learning and a range of intellectual skills that enable them to meet the challenges and realize the promise of living in a complex, multicultural, and ever-changing world.

The Core Curriculum places a clear emphasis on the competencies central to a liberal arts education for the modern world. The centerpiece of this program is a common experience for all students in Core Foundations. In this required four-course sequence (12 hours), students must demonstrate competencies rooted in the principles of grammar, rhetoric, and logic – the classical education known as the trivium. The Core Curriculum also includes five required courses (16 hours) in Core Skills and Knowledge, two courses (6 hours) in National and International Perspectives, and three courses (9-11 hours) in Supporting Skills and Knowledge.

University Core

A. Core Foundations (12 hours)

CORE 101, CORE 102, CORE 201, and CORE 202

B. Core Skills and Knowledge (16 hours)

Mathematical Sciences (3)

Natural Sciences (4)

Humanities (3)
Visual and Performing Arts (3)
Social and Behavioral Sciences (3)

College Core

A. National and International Perspectives (6 hours)

U.S. Perspectives (3)

Global Perspectives (3)

B. Supporting Skills and Knowledge (9-11 hours)

Mathematical Sciences or Natural Sciences (3 or 4)

Humanities, Visual and Performing Arts or Foreign Languages (3 or 4)

Social and Behavioral Sciences or Health and Wellness (3)

To meet their academic needs, students in particular colleges and/or departments/schools may be limited in which courses they use to satisfy core curriculum requirements. Students should consult with their advisors for information about specific college or departmental/school requirements in these areas.

Students are advised to take CORE 101 during their first semester of enrollment or receive transfer course equivalency credit. In addition, students are advised to take University Core A courses in sequence each semester, excluding summers, until the sequence is successfully completed.

So that a student's RU education might have as much disciplinary breadth as possible, students may apply no more than two courses to the Core Curriculum that have the same prefix as that of their major.

Students must successfully complete 43-45 hours in the Core Curriculum.

To fulfill the mission of the Core Curriculum, Radford University has designed a program with a number of general and specific learning outcomes that will be met by all undergraduate students.

University Core A. Core Foundations (12 hours required)

Upon completion of University Core A (Core Foundations), Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and technology/information literacy.

Goal 1: Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources.

Radford University students will be able to:

effectively synthesize and integrate arguments and information

construct a coherent, cohesive essay with a clear sense of purpose

show control over syntax, grammar, punctuation, and spelling to communicate in a style that is clear and appropriate for the purpose and audience of the assignment

Goal 2: Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings.

Radford University students will be able to:

use an effective organizational pattern in an oral presentation

use effective delivery techniques and language in an oral presentation

work effectively in a team environment

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.

Radford University students will be able to:

distinguish knowledge from opinion

effectively construct an argument examining multiple sides of a complex issue

apply appropriate supporting evidence within a well-reasoned argument

Goal 4: Radford University students will be able to locate, evaluate, and cite information.

Radford University students will be able to:

appropriately use a documentation style to site other people's work

utilize basic research techniques to locate information

critically evaluate sources using appropriate criteria

Required (12 hours)

All students must pass each of the following four courses, which should be completed during the student's first four semesters:

CORE 101. Essentials of Written and Oral Communication.

CORE 102. Advanced Written and Oral Communication.

CORE 201. Topics in Critical Inquiry. (ANSC 203, MKTG 201, POSC 201, or THEA 281 may be taken in place of CORE 201)

CORE 202. Topics in Ethical Inquiry. (ART 202, PHRE 202, or POSC 202 may be taken in place of CORE 202)

Students who are in the RU Honors Academy will take these courses to fulfill University Core A:

HNRS 103. Honors Written and Oral Communication.

HNRS 201. Honors Topics in Critical Inquiry .

HNRS 202. Honors Topics in Ethical Inquiry.

University Core B. Core Skills and Knowledge (16 hours required)

To meet their academic needs, particular colleges and/or departments/schools may recommend that students select specific courses to satisfy University Core B requirements. Students should consult with their advisors for information about specific college or departmental/school recommendations in University Core B. Upon completion of University Core B (Core Skills and Knowledge), Radford University students will have achieved competency in five key concept areas: mathematical sciences, natural sciences, humanities, fine arts, and social/behavioral sciences.

Goal 5: Radford University students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems.

Radford University students will be able to:

interpret relationships among numeric, symbolic, and graphical information as applied to the real world

solve problems using numeric, symbolic and graphical information

The following courses have been approved to meet University Core B Core Curriculum

Requirements in the Mathematical Sciences:

Required (3 hours)

All students must pass one of the following courses in the Mathematical Sciences:

MATH 114. Math and Human Society.

MATH 116. Math and Humanity.

MATH 119. Mathematics for Biology.

MATH 121. Math Content for Teachers I.

MATH 122. Math Content for Teachers II.

MATH 125. Finite Mathematics for Business and Economics.

MATH 126. Business Calculus.

MATH 132. Honors Applications of Mathematics.

MATH 137. College Algebra.

MATH 138. Precalculus.

MATH 168. Calculus I with Integrated Precalculus I

MATH 169. Calculus I with Integrated Precalculus II

MATH 171. Calculus and Analytic Geometry I

MATH 172. Calculus and Analytic Geometry II

Goal 6: Radford University students will understand the methodologies of scientific inquiry, think critically about scientific problems, and apply principles of a scientific discipline to solve problems in the natural/physical world.

Radford University students will be able to:

distinguish between findings that are based upon empirical data and those that are not

apply scientific principles within the context of a specific scientific discipline to solve real world problems

The following courses have been approved to meet University Core B Core Curriculum

Requirements in the Natural Sciences:

Required (4 hours)

All students must pass one of the following courses in the Natural Sciences:

ASTR 111. General Astronomy I.

ASTR 112. General Astronomy II.

BIOL 103. Environmental Biology.

BIOL 104. Human Biology.

BIOL 105. Biology for Health Sciences.

CHEM 101. General Chemistry.

CHEM 102. General Chemistry.

CHEM 120. Chemistry of Life.

GEOL 100. Earth Resources and Natural Hazards.

GEOL 105. Exploring Earth; Earth Through Time.

GEOL 106. Exploring Earth: Earth Through Time.

PHYS 111. General Physics.

PHYS 112. General Physics.

PHYS 221. Physics.

PHYS 222. Physics.

Goal 7: Radford University students will understand that human experience has given rise to significant questions and be aware of the nature and methods of inquiry in the humanities.

Radford University students will be able to:

identify principles, concepts, or developments crucial to inquiry in a humanities discipline
recognize how a method of inquiry in the humanities can be applied to a disciplinary question
The following courses have been approved to meet University Core B Core Curriculum

Requirements in the Humanities:

Required (3 Hours)

All students must pass one of the following courses in the Humanities:

CLSS 110. Classical Mythology.

CCST 110. Germanic Sagas and Myths.

ENGL 200. Literary Texts and Contexts.

HIST 101. World History to 1500.

HIST 102. World History since 1500 .

PHIL 111. Introduction: Knowledge, Reality, and the Human Condition.

PHIL 112. Introduction: Ethics and Society.

PHIL 200. The Origins of Western Philosophy.

POSC 110. Introduction to Politics.

RELN 111. Introduction to Religion.

RELN 112. Survey of World Religions.

RELN 203. Sacred Texts of the West.

RELN 206. Survey of Religious Experiences.

Goal 8: Radford University students will identify and evaluate ways in which the visual and performing arts reflect and communicate aspects of the human experience.

Radford University students will be able to:

evaluate works of art in terms of the medium's distinctive language and terminology

identify the relationship between works of art and specific historical, cultural, and social contexts

The following courses have been approved to meet University Core B Core Curriculum

Requirements in the Visual and Performing Arts:

Required (3 hours)

All students must pass one of the following courses in the Visual and Performing Arts:

ART 100. Art Appreciation.

ART 215. Art History Survey: Prehistory to Gothic.

ART 216. Art History Survey: Renaissance to Contemporary.

CVPA 266. Travel Study in Visual and Performing Arts.

DNCE 111. Dance Appreciation.

MUSC 100. Introduction to Music Literature.

MUSC 121. Art of Music.

MUSC 123. Art of Jazz.

THEA 100. Theatre Appreciation.

THEA 180. Introduction to World Cinema.

Goal 9: Radford University students will understand how individual, social, or cultural factors influence human behavior and shape reciprocal relationships between people and society.

Radford University students will be able to:

recognize social and behavioral science concepts

recognize the relationship between individual and socio-cultural factors that affect behaviors

The following courses have been approved to meet University Core B Core Curriculum

Requirements in the Social and Behavioral Sciences:

Required (3 hours)

All students must pass one of the following courses in the Social and Behavioral Sciences:

ANSC 101. Human Origins and Biocultural Evolution.

APST 200. Introducing Appalachia.

ECON 205. Principles of Macroeconomics .

ECON 206. Principles of Microeconomics.

GEOG 101. Europe and the Americas.

GEOG 102. Africa and Asia.

GEOG 103. Introduction to Human Geography.

HIST 111. U.S. History to 1865.

HIST 112. U.S. History since 1865.

POSC 120. Introduction to American Government.

PSYC 121. Introductory Psychology.

RELN 205. Religion and Culture.

SOCY 110. Introduction to Sociology.

SOCY 121. Understanding Cultures.

College Core A. National and International Perspectives

(6 hours required)

To meet their academic needs, students in particular colleges and/or departments/schools may be limited as to which courses they use to satisfy College Core A and College Core B requirements. Students should consult with their advisors for information about specific college or departmental/school requirements in College Core A and College Core B.

Upon completion of College Core A (National and International Perspectives), Radford University students will have achieved competency in two key concept areas: U.S. Perspectives and Global Perspectives.

Goal 10: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious or geographic) forces shape the American experience.

Radford University students will be able to:

explain basic facets of the American experience with attention to unity and diversity in American society

use material studied to explain contemporary issues in the United States

evaluate common institutions in American society and how they have affected or continue to affect, different groups

Required (3 hours)

All students must pass one of the following courses in U.S. Perspectives:

APST 200 - Introducing Appalachia.

ECON 101. Survey of Economics.

ECON 205. Principles of Macroeconomics .

ECON 206. Principles of Microeconomics .

ENGL 203. Readings in American Literature.

GEOG 201. North America.

GEOG 202. Commonwealth of Virginia.

GEOG 203. Appalachian Geography.

HIST 111. U.S. History to 1865.

HIST 112. U.S. History since 1865.

POSC 120. Introduction to American Government.

SOCY 110. Introduction to Sociology.

Goal 11: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious or geographic) forces shape experiences in the global setting.

Radford University students will be able to:

compare and contrast different perspectives used to explain the world or international issues;

use material studied to explain cross-cultural issues in the world;

evaluate differences and similarities among world cultures that affect perceptions, beliefs or behaviors, and thus relationships between those cultures

Required (3 hours)

All students must pass one of the following courses in Global Perspectives:

ENGL 201. Readings in World Literature.

ENGL 202. British and Commonwealth Literature.

CCST 103. Trademarks in Chinese Culture.

CVPA 266. Travel Study in Visual and Performing Arts.

GEOG 101. Europe and the Americas (World Geography).

GEOG 102. Africa and Asia (World Geography).

GEOG 140. Introduction to Environmental Studies (SS).

GEOG 280. Regional Geography (SS).

HIST 101. World History to 1500.

HIST 102. World History since 1500.

INST 101. Introduction to International Studies.

ITEC 112. A Global Perspective of Information Technology.

PEAC 200. Introduction to Peace Studies.

RELN 112. Survey of World Religions.

RELN 205. Religion and Culture.

SOCY 121. Understanding Cultures.

THEA 180. Introduction to World Cinema.

WGST 200. Women in the World: Introduction to Women's and Gender Studies.

College Core B. Supporting Skills and Knowledge (9-11 hours required)

Upon completion of College Core B (Supporting Skills and Knowledge), Radford University students will have a stronger foundation in three key areas: mathematical sciences or natural sciences; humanities, visual and performing arts or foreign languages; and social/behavioral sciences or health and wellness. As part of this area, students may take a course in a foreign language or health and wellness with learning outcomes specified below.

If a foreign language is chosen to satisfy this requirement, the student will achieve a degree of competence in a foreign language and culture, and will be able to:
demonstrate language skills appropriate to the level of study

analyze similarities and differences between their own and the target cultures
explain contemporary international issues from the perspectives of their own and the target cultures

If a health and wellness course is chosen to satisfy this requirement, the student will understand the implications of health and lifestyle choices for him/herself and society, and will be able to:
identify health-related choices that promote personal well-being and enhance the overall quality of life

analyze the relations among factors such as nutrition, stress, leisure, and health related fitness activities as they influence personal wellness

explain how personal health and lifestyle choices affect society at large

explain how social and cultural factors affect personal health and lifestyle choices

Required (3 or 4 hours)

All students must pass a second course in the Mathematical Sciences or Natural Sciences. In addition to the courses listed in these content areas in University Core B (above), students can also meet this requirement by passing:

STAT 130. Understanding Statistics in Society. or

STAT 200. Introduction to Statistics. or

STAT 219. Statistics for Biology.

Required (3 or 4 hours)

All students must pass a second course in the Humanities, Visual and Performing Arts, or Foreign Languages. In addition to the courses listed in these content areas in University Core B (above), students can also meet this requirement by passing a foreign language course:

ARAB 101 - Elementary Arabic I.

ARAB 102 - Elementary Arabic II.

ARAB 201. Intermediate Arabic I .

ARAB 202. Intermediate Arabic II.

ARAB 300. Arabic Readings and Culture.

CHNS 101.Elementary Chinese I.

CHNS 102. Elementary Chinese II.

CHNS 201. Intermediate Chinese I.

CHNS 202. Intermediate Chinese II.

FORL 100. Elementary Conversation in Critical Languages.

FORL 109/209/309/409. Study Abroad Practicum.

FORL 200. Intermediate Conversation I in Critical Languages.

FORL 210. Intermediate Conversation II in Critical Languages.

FREN 100. Elementary French.

FREN 200. Intermediate French.

FREN 210. Intermediate French.

FREN 300. Readings in French.

FREN 320. Topics in French Cinema.

GRMN 100. Elementary German.

GRMN 200. Intermediate German.

GRMN 210. Intermediate German.

GRMN 300. Readings in German.

LATN 101. Elementary Latin.
LATN 102. Elementary Latin.
LATN 201. Intermediate Latin.
LATN 350. Latin Literature.
RUSS 101 - Elementary Russian I.
RUSS 102 - Elementary Russian II.
RUSS 200. Intermediate Russian I.
RUSS 210. Intermediate Russian II.
RUSS 300. Readings in Russian.
SPAN 101. Beginning Spanish.
SPAN 102. Beginning Spanish.
SPAN 103. Spanish Review for Beginners.
SPAN 201. Intermediate Spanish.
SPAN 202. Intermediate Spanish.

Required (3 hours)

All students must pass a second course in the Social and Behavioral Sciences or Health and Wellness. In addition to the courses listed in these content areas in University Core B (above), students can also meet this requirement by passing a Health and Wellness course:

HLTH 111. Personal Health.
HLTH 200. Wellness Lifestyle.
NUTR 214. Introduction to Nutrition.
RCPT 200. Leisure in Contemporary Society.

TOTAL: 43-45 Required Hours in the Core Curriculum

Proposed language:

Requirements for All Degrees

To earn an undergraduate degree from Radford University, students must fulfill both Core Coursework requirements and the requirements associated with a specific degree and major, as well as sufficient electives to complete the minimum semester hours required for graduation. Core Coursework requirements are detailed below. They are followed by an outline of requirements associated with specific degrees (B.A., B.S., etc.). Details of the requirements for specific degrees and majors can be found in the department sections.

Core Coursework (30-36 hours)

Radford University is committed to the development of mature, responsible, well-educated citizens. In addition to acquiring a diverse body of knowledge, RU graduates will possess a love of learning and a range of intellectual skills that enable them to meet the challenges and realize the promise of living in a complex, multicultural, and ever-changing world.

Core Coursework emphasizes competencies that are central to a liberal arts education in the modern world. These are the competencies that students will need for lifelong learning and success. These courses allow students to engage in exploration and learning both within and without their majors as they pursue their educational and professional goals.

Students in particular colleges and/or departments/schools may be limited in which courses they use to satisfy Core Coursework requirements. Students should consult with their advisors for information about specific college or departmental/school requirements in these areas.

Courses taken for Core Coursework credit may not be cross credited (used to satisfy requirements in two Core Coursework categories), but courses may be cross credited to majors, minors and certificates.

Core Coursework requirements address several competency categories:

Foundational Writing (3 hours)

Writing Intensive (6 hours)

Foundational Math (3 hours)

Scientific and Quantitative Reasoning (6-8 hours)

Humanistic or Artistic Expression (6-8 hours)

Cultural or Behavioral Analysis (6-8 hours)

TOTAL: 30-36 hours

Foundational Writing (3 hours)

The goal of Foundational Writing is to develop students' understanding of the principles and elements of effective written communication through applied practice, self-evaluation, and revision. Students will

- employ reading strategies to facilitate written communication;
- engage in the recursive writing process, including pre-writing, drafting, revising, editing, and proofreading to improve written communication; and
- will use appropriate vocabulary, mechanics, grammar, and style.

Writing Intensive (6 hours)

The goal of Writing Intensive courses is to provide students with the instruction and feedback to allow them to become more adept at producing appropriate and effective written work. Students will

- demonstrate proficiency in the writing conventions of a discipline and
- communicate through writing their understanding of disciplinary content and/or texts.

Foundational Math (3 hours)

The goal of Foundational Math is for students to apply the tools of mathematics to conceptualize and solve problems in everyday life. Students will

- translate information among various mathematical forms (e.g., equations, graphs, diagrams, tables, words);
- successfully solve problems using appropriate mathematical tools; and
- draw appropriate conclusions based on mathematical evidence.

Scientific and Quantitative Reasoning (6-8 hours)

The goal of Scientific and Quantitative Reasoning courses is for student to apply scientific and quantitative reasoning to questions about the natural world, mathematics, or related areas.

Students will

- apply scientific and quantitative information to test problems and draw conclusions; and
- evaluate the quality of data, methods, or inferences used to generate scientific and quantitative knowledge.

Humanistic or Artistic Expression (6-8 hours)

The goal of Humanistic or Artistic Expression courses is for students to explore humanistic or artistic expression through inquiry or creativity. Students will

- demonstrate understanding of diverse ideas, languages, products, or processes of humanistic inquiry or artistic expression; and
- critically evaluate, synthesize, or create forms of human expression or inquiry.

Cultural or Behavioral Analysis (6-8 hours)

The goal of Cultural or Behavioral Analysis Courses is for students to examine the context and interactions of culture(s) and/or behaviors. Students will

- describe behaviors, beliefs, cultures, social institutions, and/or environments; and
- analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.

Courses that fulfill Core Coursework requirements:

Foundational Writing (3 hours)*

- CORE 101. Essentials of Written and Oral Communication
- ENGL 111. Principles of College Composition

**Students in the RU Honors Academy*

- *HNRS 103. Honors Written and Oral Communication*

Writing Intensive (6 hours)*

Some of these courses may be restricted to certain majors or may have prerequisites. Check with your advisor.

- CORE 102. Advanced Written and Oral Communication **or** ENGL 112. Critical Reading and Writing in the Digital Age
- CORE 201. Topics in Critical Inquiry **or** ANSC 203. Bigfoot Stole My UFO!: Critically Engaging with Science, Pseudoscience, and the Paranormal **or** MKTG 201. Critical Inquiry in Marketing **or** POSC 201. Critical Inquiry in Political Science **or** THEA 281. Research in Theater and Film **or** HNRS 201. Honors Topics in Critical Inquiry
- CORE 202. Topics in Ethical Inquiry **or** ART 202. Ethical Inquiry in the Visual Arts and Museums **or** PHRE 202. Current Topics in Ethical Inquiry **or** POSC 202. Ethical Inquiry in Political Science **or** HNRS 202. Honors Topics in Critical Inquiry

Or any course designated as WI (Writing Intensive).

**Students in the RU Honors Academy*

- *HNRS 201. Honors Topics in Critical Inquiry*

- *HNRS 202. Honors Topics in Ethical Inquiry*

Foundational Math (3 hours)

- MATH 100. Foundational Math
- MATH 110. Finite Mathematics
- MATH 114. Math and Human Society
- MATH 116. Math and Humanity
- MATH 119. Mathematics for Biology
- MATH 121. Math Content for Teachers I
- MATH 122. Math Content for Teachers II
- MATH 125. Finite Mathematics for Business and Economics
- MATH 126. Business Calculus
- MATH 132. Honors Applications of Mathematics
- MATH 137. College Algebra
- MATH 138. Precalculus Function Analysis
- MATH 168. Calculus I with Integrated Precalculus I
- MATH 171. Calculus and Analytic Geometry I

Or placement in higher mathematics course or competency assessment or course deemed foundational math by the Department of Mathematics and Statistics.

Scientific and Quantitative Reasoning (6-8 hours)

MATH 114. Math and Human Society.
 MATH 116. Math and Humanity.
 MATH 119. Mathematics for Biology.
 MATH 121. Math Content for Teachers I.
 MATH 122. Math Content for Teachers II.
 MATH 125. Finite Mathematics for Business and Economics.
 MATH 126. Business Calculus.
 MATH 132. Honors Applications of Mathematics.
 MATH 137. College Algebra.
 MATH 138. Precalculus.
 MATH 168. Calculus I with Integrated Precalculus I
 MATH 169. Calculus I with Integrated Precalculus II
 MATH 171. Calculus and Analytic Geometry I
 MATH 172. Calculus and Analytic Geometry II
 STAT 130. Understanding Statistics in Society
 STAT 200. Introduction to Statistics
 STAT 219. Statistics for Biology
 ASTR 111. General Astronomy I
 ASTR 112. General Astronomy II
 BIOL 103. Environmental Biology
 BIOL 104. Human Biology
 BIOL 105. Biology for Health Sciences
 CHEM 111. General Chemistry I

CHEM 112. General Chemistry II
CHEM 120. Chemistry of Life
GEOL 100. Earth Resources and Natural Hazards
GEOL 105. Exploring Earth
GEOL 106. The Earth through Time
PHYS 111. General Physics I
PHYS 112. General Physics II
PHYS 221. Physics I
PHYS 222. Physics II

Humanistic or Artistic Expression (6-8 hours)

ART 100. Art Appreciation
ART 215. Art History Survey: Prehistory to Gothic
ART 216. Art History Survey: Renaissance to Contemporary
CLSS 110. Classical Mythology
CCST 110. Germanic Sagas and Myths
CVPA 266. Travel Study in Visual and Performing Arts
DNCE 111. Dance Appreciation
ENGL 200. Literary Texts and Contexts
ENGL 201. Readings in World Literature
ENGL 202. Readings in British and Commonwealth Literature
ENGL 203. Readings in American Literature
HIST 101. World History to 1500
HIST 102 World History Since 1500
MUSC 100. Introduction to Music Literature
MUSC 121. Art of Music
MUSC 123. Art of Jazz
PEAC 200. Introduction to Peace Studies
PHIL 111. Introduction: Knowledge, Reality, and the Human Condition
PHIL 112. Introduction to Ethics and Society
PHIL 200. The Origins of Western Philosophy
POSC 110. Introduction to Politics
RELN 111. Introduction to Religion
RELN 112. Survey of World Religions
RELN 203. Sacred Texts of the West
RELN 206. Survey of Religious Experiences
THEA 100. Theatre Appreciation
THEA 180. Introduction to World Cinema
ARAB 300. Arabic Readings and Culture
FREN 300. Readings in French
FREN 320. Topics in French Cinema
GRMN 300. Readings in German
LATN 350. Latin Literature
RUSS 300. Readings in Russian
WGST 200. Women in the World

Cultural or Behavioral Analysis (6-8 hours)

ANSC 101. Anthropology of the Human Past
APST 200. Introducing Appalachia
CCST 103. Trademarks in Chinese Culture
INST 101. Introduction to International Studies
ITEC 112. A Global Perspective of Information Technology
ECON 101. Survey of Economics
ECON 205. Principles of Macroeconomics
ECON 206. Principles of Microeconomics
GEOG 101. Europe and the Americas
GEOG 102. Africa and Asia
GEOG 103. Introduction to Human Geography
GEOG 140. Introduction to Environmental Studies
GEOG 201. North America
GEOG 202. Commonwealth of Virginia
GEOG 203. Appalachian Geography
GEOG 280. Regional Geography
HIST 111. U.S. History to 1865
HIST 112. U.S. History since 1865
INST 101. Introduction to International Studies
ITEC 112. A Global Perspective of Information Technology
POSC 120. Introduction to American Government
PSYC 121. Introductory Psychology
RELN 205. Religion and Culture
SOCY 110. Introduction to Sociology
SOCY 121. Understanding Cultures
PEAC 200. Introduction to Peace Studies
RELN 112. Survey of World Religions
WGST 200. Women in the World

RATIONALE:

- I. The proposed Common Coursework (aka “the bridge” or the “skinny Core”) will facilitate the teach-out of the Core Curriculum in several ways.
 1. First, it will reduce by one incoming class the number of students who will be required to take the current four-course CORE sequence while at the same time still requiring those students to complete nine hours of coursework that provide opportunities for guided writing.
 2. Second, students who entered under the 2019-2020 catalog may be advised to opt for graduation under the 2020-2021 catalog when feasible. Students opting to graduate under the 2020-2021 catalog would likewise not need to complete the four-course CORE sequence.

- II. The reduction in the number of sections of CORE 201 and CORE 202 resulting from the above will alleviate staffing issues.
- III. The proposal will allow for the piloting of Writing Intensive courses. Sections of CORE 201 and CORE 202 will still be taught, allowing for some Writing Intensive courses to be rolled out but not necessitating the simultaneous rollout of all WI courses.
- IV. The reduction of general education hours from 43-45 to 30-36 will benefit students who going forward will need to pay surcharges per credit hour for course loads above 16 credits.
- V. It is likely that students from at least one college will not be able to begin participating in the REAL program by the fall of 2021. The catalog language proposed in this motion could be left in place in the 2021-2022 catalog for that college even as the REAL model is specified for students in other colleges.
- VI. Regarding oversight of the Writing Intensive (WI) courses: There are currently two academic governance bodies with oversight over general education: the Core Curriculum Advisory Committee (CCAC) and the REAL Council. CCAC will soon be a redundant body. Moreover, CCAC has never had responsibility for WI courses, but the REAL Council will have such responsibility. Therefore the most appropriate body to have oversight over the WI courses for the 2020-2021 catalog is the REAL Council.

Approved by CCAC October 29, 2019

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