

*AS ADOPTED BY FACULTY COUNCIL – DECEMBER 1, 1998
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**COLORADO STATE UNIVERSITY ACADEMIC CORE CURRICULUM
REPORT ON OBJECTIVES AND CRITERIA**

I. BASIC COMPETENCIES – 6 credits

The Core rests upon the acquisition and effective practice of fundamental competencies. These include the ability to write clearly, speak effectively, understand and apply quantitative reasoning, make sense of abstract ideas, reason analytically, and read critically with comprehension. Acquisition of these competencies is the primary objective of courses in this part of the Core. Therefore, the instruction focus of these courses (and those in Core Competencies) is on the development and practice of these competencies, and to anticipate or reaffirm their linkages to Foundations and Perspectives courses as well as to students' major fields of study.

Each course approved to satisfy requirements in any of the Basic or Core Competency categories must be organized in ways that allow the instructor to offer students personal attention. Personal attention from the instruction should include: 1) assessment of individual areas of strength and weakness in the competency; 2) consultation outside of class; 3) prompt evaluation of individual work; 4) communication of clear and specific suggestions for improvement; and 5) encouragement of peer feedback on written and oral communication as appropriate.

A. Intermediate Writing

3 credits

The ability to write correctly and effectively is necessary for success in any academic program and enhances the possibility of one's success in personal and professional life. The objective of courses in this category is to provide instruction in the skills essential to effective written communication, extensive practice in the use of those skills, and evaluation of students' writing aimed to guide them in improving their skills. Courses designed to achieve this objective should develop students':

1. awareness of and ability to implement basic strategies for effective writing;
2. command of Standard English syntax and usage;
3. understanding of how modes and styles of language are appropriate to specific kinds of written communication and audiences;
4. awareness of the ways in which strategies and modes of written communication may be adapted to specific subjects and audiences;
5. skills specific to written communication. These must include the ability to:
 - a. identify a thesis;
 - b. locate and acquire information;
 - c. critically evaluate sources;
 - d. interpret and critically evaluate written texts;
 - e. synthesize information;
 - f. define and develop a main argument;
 - g. structure and organize supportive arguments;
 - h. develop an outline to structure the main argument and its supporting arguments;
 - i. identify and analyze audience and adapt the message to them;
 - j. phrase information in an intelligible and rhetorically effective manner;
 - k. use appropriate formats of documentation and citation.

B. Mathematics**3 credits**

The objective of the Mathematics requirement is to ensure that students develop mathematical skill and understanding essential for describing events, experiences, and the knowledge base of other disciplines. Mathematics encourages a mode of thought that encompasses abstraction and generalization and permits careful analysis as well as explicit calculation. Courses designed to achieve this objective should develop students’:

1. ability to analyze and interpret quantitative information presented numerically, graphically, and/or algebraically;
2. ability to present and explain quantitative results numerically, graphically, and algebraically;
3. ability to generalize from specific patterns of events and phenomena to abstract principles, and to proceed from abstract principles to specific applications;
4. ability to express relationships among quantities using mathematical language and symbols, and to exploit mathematical language and symbols to drive relationships among quantities;
5. understanding of linkages to appropriate Foundations and Perspectives courses and disciplines.

II. ADDITIONAL COMMUNICATION

3 credits

Building on and adapting basic skills and strategies already developed in the course in Intermediate Writing, the objective of the requirement in Additional Communication is structured according to two options:

A. Oral Communication (This option may only be used by students who were enrolled in college and taking classes prior to July 1, 2008)

The objective of this option is development of effective rhetorical skills in oral communication. Courses designed to achieve this objective should develop students’:

- a. awareness of and ability to implement basic strategies for rhetorically effective oral communication;
- b. command of spoken Standard English syntax and usage;
- c. understanding of how modes and styles of the language are appropriate to specific kinds of spoken communication and audiences.
- d. awareness of the ways in which strategies and modes of oral communication may be adapted to specific subjects and audiences;
- e. confidence in making oral presentations.
- f. skills specific to formal modes of oral communication. These must include the ability to:
 - (1) identify a thesis;
 - (2) locate and acquire information;
 - (3) critically evaluate sources;
 - (4) listen to, interpret, and critically evaluate oral communication;
 - (5) synthesize information;
 - (6) define and develop a main argument;
 - (7) structure and organize supportive arguments;
 - (8) develop a written outline to structure the main argument and its supporting arguments;
 - (9) identify and analyze audience and situation and adapt the message to them;
 - (10) phrase information in an intelligible and rhetorically effective manner;
 - (11) understand and use appropriate techniques of delivery, including appropriate supporting media;
 - (12) read and adapt to audience response;
- g. understand linkages to Foundations and Perspectives courses.

OR

B. Advanced Writing (must be chosen by all students who are newly enrolled, first time college students after July 1, 2008)

The objective of this option is enhancement of skills in written communication. This option further develops the writing competencies of the I.A. requirement. Courses designed to achieve the objective should develop students’:

- a. awareness of and ability to implement basic strategies of written communication for specialized purposes, contexts, and media;
- b. command of Standard English syntax and specialized usage;
- c. awareness of which modes and styles of language are appropriate to specialized kinds of communication and audience;
- d. understanding of how specific objectives and audiences determine the choice of strategy, mode, and medium of written communication;
- e. skills specific to the desired effects, presentation strategies, modes, and media of advanced or specialized forms of written communication. These include the ability to:
 - (1) identify a thesis;
 - (2) locate and acquire information;
 - (3) critically evaluate sources;
 - (4) interpret and critically evaluate written texts;
 - (5) synthesize information;
 - (6) define and develop a main argument;
 - (7) structure and organize supportive arguments;
 - (8) develop an outline to structure the main argument and its supporting arguments;
 - (9) identify and analyze audience and adapt the message to them;
 - (10) phrase information in an intelligible and rhetorically effective manner;
 - (11) use appropriate formats of documentation and citation;
 - (12) choose an appropriate style and format of presentation;
 - (13) understand and use appropriate technologies and formats of delivery.
- f. understand linkages to Foundations and Perspectives courses.

III. FOUNDATIONS AND PERSPECTIVES – 22 credits

The Core rests on acquiring foundations of knowledge and understanding intellectual perspectives. Courses in this category of the Core are designed to bring the skills developed in Basic Competencies and Additional Communication to life and given them direction and purpose. Elements of foundation offer exemplary introduction to fields and areas of study that explore their distinctive characteristics as well as critical links within and among them. Elements of perspective promote coherence and integration of knowledge within and among fields and areas of study, often through the exploration of significant thematic issues. Foundation elements frequently will be introduced in disciplinary contexts. Perspective elements typically will be structured comparatively and enlivened through interdisciplinary contexts.

A. Biological/Physical Sciences

7 credits¹

The objective of the Biological/Physical Sciences requirement is to instill a clear understanding of the basic scientific viewpoint, to master scientific knowledge at a level that facilitates communication in an increasingly technological society, to employ and build on the core competency in mathematics, to enable students to learn and use the scientific method, and to evaluate the impacts of science and technology on society. Courses designed to achieve this objective can be presented as lecture, discussion, and laboratory or can be constructed to integrate these components. The courses should develop students':

1. foundational knowledge of the field of study;
2. understanding of and ability to use the scientific method;
3. use of quantitative approaches to the study of natural phenomena;
4. understanding of the interactions between science and society;
5. ability to identify and highlight interconnections between the specific course being taught and larger areas of scientific endeavor;
6. ability to distinguish among scientific, nonscientific, and pseudoscientific presentations, arguments, and conclusions;
7. in those courses designed as laboratory courses, knowledge of a particular field of study through components that:
 - a. develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific knowledge.
 - b. are predominantly hands-on and inquiry-based with demonstration components playing a secondary role;
 - c. emphasize student formulation and testing of hypotheses with scientific rigor;
 - d. stress student generation and analysis of actual data, the use of abstract reasoning to interpret these data, and communication of the results of experimentation;
 - e. develop modern laboratory skills, especially in courses foundational for science and technology majors;
 - f. emphasize procedures for laboratory safety.
8. effective use of appropriate basic and core competencies in the study of the biological/physical sciences.

¹ At least one of the two courses used to satisfy this requirement must have a laboratory component.

B. Arts/Humanities

6 credits²

The arts and humanities explore expressions that are uniquely human. The objective of the Arts/Humanities requirement is to investigate the cultural character and literatures of human experiences, fundamental questions of value and meaning, and, both in word and beyond words, the symbols and creative expressions of human life. Courses must include at least 25% of final grade based on written work (some of which must be in the form of out-of-class papers) Courses designed to achieve this objective should develop students’:

1. foundational knowledge in at least one form of the arts and humanities;
2. understanding of how the form studied reflects the more comprehensive patterns of human expression;
3. expressive ability through a medium appropriate to the course content;
4. understanding and appreciation of the expressions of others;
5. effective use of appropriate basic and core competencies in the study of the arts and humanities.

C. Social/Behavioral Sciences

3 credits

The social/behavioral sciences use similar methods of description and analysis to study the complex behaviors of individuals and their relationships with others in families, public associations, and cultures. The objective of the Social/Behavioral Sciences requirement is to explore the forms and implications of individual and collective behaviors, their ties to formal institutions, and the methods by which they are studied. Courses must include at least 25% of final grade based on written work (some of which must be in the form of out-of-class papers) Courses designed to achieve this objective should develop students’:

1. foundational knowledge of the content and methods of at least one social/behavioral science;
2. understanding of how the social/behavioral science studied links to the ways of knowing throughout the social/behavioral sciences;
3. ability to use the methods of social/behavioral sciences to analyze and interpret relevant issues;
4. understanding of the role of individuals and groups in the context of the social/behavioral science studies;
5. effective use of appropriate basic and core competencies in the study of the social/behavioral sciences.

² No more than three credits of intermediate foreign language may be used toward this category.

D. Historical Perspectives³

3 credits

The objective of the Historical Perspectives requirement is to engage students in an analytical, chronological study of significant, multidimensional human experiences. It should also provide students with a foundation for relating beliefs about the past to aspirations for the future. Courses must include at least 25% of final grade based on written work (some of which must be in the form of out-of-class papers) Courses designed to achieve this objective should develop students’:

1. knowledge of a chronologically structured analysis of significant, multidimensional human experiences;
2. understanding of the interpretive and analytical methods that are necessary to build chronological accounts of the past;
3. understanding that alternative analytical perspectives can create different “stories” of the past;
4. recognition of the significant relationships between people’s images and understanding of the past, their sense of the present, and their aspirations for the future;
5. effective use of appropriate basic and core competencies in the study of human experience from an historical perspective.

E. Global and Cultural Awareness⁴

3 credits

The objective of the Global and Cultural Awareness requirement is to engage students in the study of particular cultural identities, explore the interactions among these cultural identities, and consider the ways in which these patterns of interaction are related to the larger global context in which they take place. Courses must include at least 25% of final grade based on written work (some of which must be in the form of out-of-class papers) Courses designed to achieve this objective should develop students’:

1. knowledge of characteristics that differentiate particular cultural identities;
2. understanding of important similarities and differences in the ways people in those cultures identify themselves and their cultural heritage;
3. knowledge of the characteristics and dynamics of cultural interactions;
4. recognition of how specific cultural perspectives, and the interactions among them, affect and are affected by the larger global or international context;
5. recognition of how cultural and theoretical perspectives, including students’ own perspectives, affect understanding of cultural identities and interactions.
6. effective use of appropriate basic and core competencies in the study of cultural identities in global contexts.

³ History courses are treated as social and behavioral sciences in the gtPathways transfer program.

⁴ Courses in this category must be submitted for gtPathways review as arts and humanities or social and behavioral sciences. History courses are treated as social and behavioral sciences in the gtPathways transfer program.

IV. DEPTH AND INTEGRATION⁵

The Core Curriculum at Colorado State University helps students refine their academic skills and introduces them to areas of knowledge and ways of knowing. The Core Curriculum is also integral to the entire undergraduate educational experience. The objective of the Depth and Integration requirement is to ensure that all students who graduate from Colorado State University continue to develop their academic competencies and build upon the intellectual foundations and perspectives. Where appropriate, historical, technological, and global and cultural perspectives will be infused within courses and requirements for each major. To achieve these ends, each baccalaureate major is required to specify how the following criteria as indicated in A, B, and C below are satisfied in at least two courses in their curriculum.

A. Using Competencies

Each major must designate courses that build upon the Basic and Core Competencies of writing, speaking, and problem solving in an integrative and complementary way. Individual courses do not have to address all three competencies. At least 50% of the course grade must be based on activities that involve writing, speaking, and/or problem solving. Students must receive guidance and feedback to strengthen their writing, speaking, and problem-solving competencies. These courses may be in the department that offers the major or in other departments, as specified by the major.

B. Building upon Foundations and Perspectives

Each major must designate courses that build upon the foundations of knowledge and intellectual perspectives of Core Category II in an integrative and complementary way. Those courses may be in the department that offers the major or in other departments, as specified by the major. Each course designated to fulfill this requirement shall emphasize the connections between its course content and the concepts and intellectual approaches that exemplify Foundations and Perspectives category(ies) in ways that:

1. deepen students' understanding by extending concepts and intellectual approaches of appropriate Foundations and Perspectives categories in the content of the designated course;
2. broaden students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspective categories are placed in a different context in the designated course;
3. enrich students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspective categories are further developed and transformed in the content of the designated course.

⁵ This category is met by a minimum of two upper-division courses that total at least five credits, Courses used to meet requirements under Core Categories II and III may not be used to meet this requirement.

C. Capstone Course

Every major must require a capstone experience at the senior level that consists of a designated course or sequence of courses that offer the opportunity for integration and reflection on students' nearly completed baccalaureate education. Capstone courses should enable students to:

1. synthesize the academic and/or artistic experience of the major;
2. analyze disciplinary knowledge with relation to broader areas of intellectual endeavor;
3. evaluate the interaction between their discipline and society;
4. apply appropriate core competencies, foundations and perspectives, and knowledge gained from courses in the major;
5. participate, where appropriate, in collaborative and in interdisciplinary activities relevant to the program of study.
6. make the transition into career or further academic degree programs;
7. identify their roles and potential in the larger professional and/or scholarly community and in society.