

General Education Curriculum Approved April 2017, Updated May 2018

The new *Core Curriculum* has the following three components: *Foundations*, which develops essential building blocks of a high quality liberal arts and sciences education; *Perspectives*, through which the student is immersed in a diverse world of learning and scholarship across the liberal arts and sciences; and *Connections*, whereby the student takes advantage of programs and resources that promote rigorous scholarship, healthy lifestyles, financial well-being, and career preparation. Taken together with the entirety of the Wells experience, fulfillment of the proposed core curriculum ensures that every Wells student has the opportunity to explore breadth in the liberal arts and sciences while developing the skills for successful professional development, rewarding social engagement, and effective lifelong learning.

Relationship to College Mission and Goals

The proposed core curriculum was intentionally designed to effect realization of the college's student learning goals and fulfillment of its mission. The proposed curricular components have associated *learning goals* that help articulate their role in the overall core curriculum. The college's mission and overall student learning goals led the development of these curricular components. Learning goals also align well with current Middle States standards. In addition, the learning goals provide a key basis for assessing student learning and evaluating the effectiveness of the curriculum.

Choosing Courses for the Curriculum

Courses will be submitted to Curriculum Committee for approval. Courses will be placed in only one category of the curriculum. Courses with prerequisites may be eligible for inclusion, provided that those prerequisites fulfill other categories with the curriculum.

Faculty members who propose to teach courses in a category of the curriculum agree to the following:

- Including course elements that address the category's learning goals;
- Incorporating at least one graded assignment related to the learning goals;
- Assisting with assessment activities in the general education program – this includes, but is not limited to, using written criteria that evaluate student work to determine if learning goals are being met and gathering and sharing information on student work.

Relationship to Major Programs

In addition to completing the core curriculum, each student will also complete the requirements for at least one of the college's majors. We do anticipate that some "double dipping" will occur, i.e., that some of the core curriculum requirements will be met by courses being taken for the major. However, the design of the curriculum limits the ability of any given student to "double dip." This is because the curriculum requires each student to take courses across academic areas at the college. A maximum of 6 credits in any one discipline may be counted for the Perspectives component of the General Education Curriculum. A course may fulfill only one component of the General Education Curriculum.

Core Curriculum Overview

I. FOUNDATIONS

- 1. WLLS 100: Wellness, Engagement, & Lifelong Learning for Success.....3
- 2. WLLS 105: College Writing.....3

II. PERSPECTIVES

- 3. Creative Expression.....3 - 4
- 4. Enduring Questions of Human Existence.....3
- 5. Social Systems.....3
- 6. Inclusion and Justice.....3
- 7. Quantitative Reasoning.....3 - 4
- 8. Natural Sciences.....4
- 9. Languages and Cultures.....3 - 4

III. CONNECTIONS

- 10. Experiential Learning.....3 - 8
- 11. Skills for Lifelong Learning.....2 - 4
- 12. Mind-Body Wellness.....2 - 10
- 13. Financial Wellness.....3

The minimum number of credits to meet the requirement is 38.

Core Curriculum Details

I. FOUNDATIONS

1. WLLS 100: Wellness, Engagement, & Lifelong Learning for Success.....3

This course introduces students to learning and living at Wells College. (first year, fall semester)

<i>Learning Goal 1</i>	<i>Become familiar with and learn how to utilize college resources.</i>
<i>Learning Goal 2</i>	<i>Establish habits and skills that enhance learning and help make the most of the Wells experience</i>
<i>Learning Goal 3</i>	<i>Engage in campus and community life</i>

2. WLLS 105: College Writing.....3

This course covers the fundamentals of college level writing. (first year, either semester)

<i>Learning Goal 1</i>	<i>Understand and apply the conventions of Standard English</i>
<i>Learning Goal 2</i>	<i>Write for different purposes and audiences including writing as a tool to access knowledge across disciplines</i>
<i>Learning Goal 3</i>	<i>Develop writing process strategies and self-identify those that work best</i>
<i>Learning Goal 4</i>	<i>Utilize information literacy and research methods to support analysis</i>

II. PERSPECTIVES

A maximum of 6 credits in any one discipline may be counted for the Perspectives component of the General Education Curriculum. A course can fulfill only one component of the General Education Curriculum.

3. Creative Expression.....3

Students will explore and develop various forms of creative expression. Could be met by one 3-semester hour course or a combination of courses to total 3 semester hours. Choose from certain courses in book arts, creative writing, dance, music, studio art, and theatre.

<i>Learning Goal 1</i>	<i>Engage in creative processes</i>
<i>Learning Goal 2</i>	<i>Communicate through creative expression</i>
<i>Learning Goal 3</i>	<i>Effectively evaluate creative work</i>

4. Enduring Questions of Human Existence.....3

Students will explore what it means to be human, be it from ancient to contemporary times or through various types of representations of the human experience. Choose one from certain courses in anthropology, art history, book arts, English, dance history, film & media studies, FNIS, history, music history, philosophy, religion, Spanish, and theatre history.

<i>Learning Goal 1</i>	<i>Improve reading, interpretative and analytical skills</i>
<i>Learning Goal 2</i>	<i>Examine the nature of inquiry itself and cultivate habits of mind as a result</i>
<i>Learning Goal 3</i>	<i>Grow in self-knowledge and in understanding of relationships to others and to the world</i>

5. Social Systems3

Students will explore the interactions within and between individuals, groups, institutions and the environment. Choose one from certain courses in anthropology, business, economics, political science, psychology, sociology, and sustainability.

<i>Learning Goal 1</i>	<i>Identify and understand relationships within and between individuals, groups, institutions and their environment.</i>
<i>Learning Goal 2</i>	<i>Identify and understand the history of societal issues and the broader context within current society</i>
<i>Learning Goal 3</i>	<i>Analyze possible solutions to societal issues</i>

6. Inclusion & Justice.....3

Students will explore equality, access, and inclusiveness. Choose one from certain courses in anthropology, criminal justice, education, FNIS, international studies, social & economic justice, sustainability, women’s & gender studies, and HUM-prefixed courses.

<i>Learning Goal 1</i>	<i>Express empathy for diverse perspectives</i>
<i>Learning Goal 2</i>	<i>Understand the value of justice and inclusion in a civil society</i>
<i>Learning Goal 3</i>	<i>Understand potential ways to promote equality, justice, and inclusion</i>

7. Quantitative Reasoning.....3 - 4

Students will explore mathematical concepts and skills.

<i>Learning Goal 1</i>	<i>Apply quantitative information to solve problems</i>
<i>Learning Goal 2</i>	<i>Understand the value of math as a tool to study various types of problems</i>
<i>Learning Goal 3</i>	<i>Demonstrate competence with mathematical skills</i>

8. Natural Sciences..... 4

Students will explore one of the natural sciences via a course that includes a laboratory.

<i>Learning Goal 1</i>	<i>Demonstrate ability to explain how scientific knowledge is generated and amended</i>
<i>Learning Goal 2</i>	<i>Describe the main tenets of current scientific knowledge in a natural science</i>
<i>Learning Goal 3</i>	<i>Develop proficiency in making and communicating scientific observations</i>

9. Languages and Cultures.....3 – 4

Students will develop a cultural appreciation and familiarity with a language other than English.

<i>Learning Goal 1</i>	<i>Develop an understanding of one’s place in a complex and diverse world</i>
<i>Learning Goal 2</i>	<i>Demonstrate appropriate language control, vocabulary, and communication strategies</i>
<i>Learning Goal 3</i>	<i>Develop an increased awareness of various cultures and use that knowledge to broaden perspective</i>

III. CONNECTIONS

10. Experiential Learning.....3 – 8

Students will apply course-based learning to situations outside the classroom. **Two** experiential learning experiences are required, one of which must be off campus.

<i>Learning Goal 1</i>	<i>Experience learning outside the Wells classroom</i>
<i>Learning Goal 2</i>	<i>Reflect on the experience in writing</i>
<i>Learning Goal 3</i>	<i>Demonstrate professional presentation and communication skills</i>

11. Skills for Lifelong Learning.....2-4

Students will choose *any two* from WLLS 121 (Research Tools & Skills), WLLS 122 (Learning Strategies), WLLS 123 (Student Development & Values), WLLS 126 (Internship, Career & Networking), WLLS 127 (Career Preparation), or WLLS XXX (Public Speaking).

<i>Learning Goal 1</i>	<i>Develop awareness and understanding of one's own thought process (metacognition)</i>
<i>Learning Goal 2</i>	<i>Practice planning and goal setting</i>
<i>Learning Goal 3</i>	<i>Reflect on learning and adapt as necessary</i>

12. Mind-Body Wellness.....2-10

Students will develop bodily-kinesthetic intelligence. Students will choose 4 courses, two of which must be activity based, from the following: PE courses, certain dance courses, courses on nutrition, holistic health, or healthy lifestyles (possibly including drug/alcohol abuse awareness).

<i>Learning Goal 1</i>	<i>Explore the mind-body connection through a range of movement or meditation forms</i>
<i>Learning Goal 2</i>	<i>Deepen opportunities for daily health and well-being</i>
<i>Learning Goal 3</i>	<i>Apply approaches and tools for self-care and healing</i>

13. Financial Wellness.....3

Students will build skills to develop the ability to make informed financial decisions.

All students take WLLS 110: Personal Financial Management

<i>Learning Goal 1</i>	<i>Identify, evaluate, and utilize financial information</i>
<i>Learning Goal 2</i>	<i>Consider ethical dimensions associated with financial choices</i>
<i>Learning Goal 3</i>	<i>Demonstrate reasoning around financial choices</i>