EMMANUEL COLLEGE GENERAL EDUCATION CURRICULUM COURSE FULFILLMENT GUIDELINES
(For Freshmen starting at Emmanuel Fall 2021 or later and Transfer Students starting Spring 2022 or later)

Courses that fulfill General Education Curriculum requirements expose students to various disciplines within the liberal arts and sciences, allowing them to "develop individuals who are capable of thoughtful, creative and productive lives. The essential skills, breadth of knowledge and personal and social values that students develop will prepare them for a lifetime of learning, personal development, and service to their professions and their communities. Along with their major program of study and co-curricular activities, the general education program will help to prepare students to live a flourishing life in this complex world of rapid change, individual and cultural diversity, and unlimited opportunities for service to others."

EMMANUEL COLLEGE GENERAL EDUCATION CURRICULUM

The following requirements comprise the General Education Curriculum at Emmanuel that all students must complete:

- **Writing Requirement—Two (2) Courses**
    - **ENGL 1103** *Intro to Academic Writing* (or equivalent if transferring course in via AP, IB or College Course)
    - **Writing Intensive (WI)**- Typically 2000 or 3000-level course completed after ENGL 1103 and before senior capstone

- **Essential Values—Four (4) Courses.** May overlap with an AOK course.
    - **Diversity and Multiculturalism (DM)--** *Two (2) courses*
    - **Social Justice (SJ)--** *Two (2) courses*

- **Areas of Knowledge (AOK)—One course from each AOK, with exception of Religion and Scientific Process: Natural Science and Social Sciences (Two (2) courses each).** Within each Area of Knowledge students will gain critical thinking and effective communication skills.
    - **Ethical Reasoning (ER)**
    - **Historical Inquiry (HI)**
    - **Language and Culture (LC)**— *one course if continuing in a language, two courses if beginning a new language.*
    - **Literary Inquiry (LI)**
    - **Quantitative Reasoning (QR)**
    - **Religious Inquiry (RI and RICT)**—*Two (2) courses, of which one (1) course must be in the Christian Tradition designated as (RICT)*
    - **Scientific Process-Natural Sciences (NS and NSL)** --- *Two (2) courses of which one (1) course must have a lab component designated as NSL (2 hours or more weekly distinct from lecture section)*
    - **Scientific Process-Social Sciences (SS)**--- *Two (2) courses, with each course from a different discipline (department prefix)*
    - **Visual and Creative Inquiry (VCI)**

This document is not all encompassing, but may be used as a guide in determining what transfer courses may be eligible to fulfill the General Education Curriculum. Courses that are evaluated as the equivalent to an Emmanuel course will be awarded the Emmanuel course equivalency. However, courses at Emmanuel that also fulfill the Writing Intensive requirement and the Diversity and Multiculturalism and Social Justice requirements will require the submission of a syllabus to determine that the course assignments and learning objectives reflect the goals and objectives of these requirements which cannot be determined through a course description. Courses that do not have a direct equivalent at Emmanuel, but meet the criteria for the Area of Knowledge will be awarded the general domain of knowledge fulfillment.

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COURSES THAT FULFILL GENERAL EDUCATION REQUIREMENTS

Typically, courses at the introductory level (100/1000 or 200/2000 level) are considered. Remedial/Developmental courses may not fulfill domains of knowledge and are not accepted at all for transfer credit. Courses that are at the 3000 level or viewed as upper level courses do not general fulfill general requirements; however, with the submission of a syllabus may be eligible to fulfill the Diversity and Multiculturalism and Social Justice Value requirements or the Writing Intensive requirement.

Requirement + Designation	Requirement Narrative	Description and Learning Objectives	Examples of courses that fulfill requirement	Examples of courses that would NOT fulfill requirement
WRITING REQUIREMENT (2 Courses)				
Introduction to Academic Writing: ENGL 1103	This course is dedicated to providing students with the writing and research skills necessary for academic success. Drawing on a variety of texts and media, students engage rhetorical strategies designed to place them firmly within the intellectual discourse. Additionally, theme-based writing assignments focus on sharpening students' ability to organize, synthesize and interpret data, assess and make persuasive arguments while practicing advanced research strategies. Through peer edit and workshop revision, students come to see writing as both process and empowerment. Students should expect to write a minimum of three or four longer (3- to 5-page) essays as well as several shorter assignments.	• College level writing or composition course that includes research writing and documentation as a major component of the course	• Composition + Research	College Writing I where *second* course in sequence focuses on research and first on revision and grammar
Writing Intensive (WI)	Writing-Intensive courses focus not on high page-counts, but on writing instruction and process. Enhancing the communication and retention of course content through writing exercises and assignments, professors encourage students to think deliberately and to develop an effective revisionary practice. Regular and timely feedback is an essential feature of Writing-Intensive courses; professors and students use this detailed assessment to measure progress and to address specific elements of writing.	• Complete multiple writing assignments that are either sequenced—with smaller assignments that contribute to a larger assignment—or work on specific writing goals, such as topic sentence development, thesis generation, evidence selection, and analysis • Learn skills of revision via an ongoing process that involves writing instruction, drafting, editing, and rewriting. • Compete assignments that assess the quality of their writing and receive detailed and timely feedback that utilizes a rubric; those assignments must account for at least fifty percent (50%) of the final course grade • Complete a culminating project (e.g. a portfolio or research paper) that represents the student's best writing in the class and could be used as a reference for future development in writing.	Dependent on the specific syllabus for the course and term taken and whether the syllabus demonstrates that the learning objectives outlined in the Description column have been met by the course assignment and with rubrics to assess the student's writing.	• College Writing I where *second* course in sequence focuses on research and first on revision and grammar • Courses equivalent to **ENGL 1103** *Intro to Academic Writing* • Course where the student cannot provide a syllabus from the semester course was completed detailing that the learning objectives listed in the "description" column were met

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ESSENTIAL VALUES				
(One (1) Course from Each Essential Value) *May overlap with an AOK requirement. However, the same course *cannot* fulfill both a Diversity and Multiculturalism requirement and a Social Justice requirement. Two different courses are needed. For Transfer Credit, a full syllabus for the course requesting evaluation from the term/section of the course completed is needed to demonstrate that a significant portion of the course (over 50%) is dedicated to the goals of the value.*				
Diversity and Multiculturalism (DM)	Promoting the positive value of difference in all of its forms, diversity encourages students to understand how the implications of difference relate to past and present forms of discrimination and oppression in the United States and the world. Manifestations of difference include race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious or political beliefs. The comparative study of social groups and traditions, multiculturalism emphasizes difference through the study of and exposure to multiple cultures in order to develop a critical consciousness attentive to the modern global landscape. Regardless of disciplinary perspective, courses that fulfill these Values in the General Education Program elevate the voices of traditionally under-represented groups, while acknowledging the importance of diverse cultural perspectives.	• Categories of social difference refers to any form of identity creation and exclusion that separate individuals and communities from one another. They include (but not limited to): race, ethnicity, religion, gender, social class, sexuality, age, physical ability, political belief, and regionalism. • Recognize examples of cultural diversity and adaptive agency found in the human experience • Identify ethical and pluralistic forms of cultural exchange and engagement. • Identify the sociocultural structures responsible for creating categories of social difference and influence expressions of privilege and marginalization. • Identify strategies used by marginalized communities to create personal and collective expressions of identity, empowerment, and resistance. • Utilize methodologies from discipline-specific or interdisciplinary perspectives to analyze the construction of identity and social difference.	• World History • Religions of the World • Certain Religion Courses • Modern China • Psych: Race, Gender and Sexuality: Intersection of Privilege and Oppression	Courses that cannot demonstrate via the syllabus that the objectives outlines in the Description column are met and constitute a significant portion of the class content and assessments.
Social Justice (SJ)	Social justice is a goal that lies at the heart of the mission of the College, which encourages all members of the community to follow the example of the Sisters of Notre Dame de Namur to make a difference in the civic life of our communities, our nation and the global world. It encourages students to develop the knowledge, skills, values and motivation to connect themselves to civic life through course work and sustained experiential learning opportunities.	• Identify the values of a socially just world. • To be educated about civic engagement in a democratic society. • Describe how leaders and advocates identified and confronted injustice in the past and continue to do so in the present. • Participate in experiential learning activities that promote civic values on and off campus. (The *EXP1101 Experiential Learning: Social Justice Engagement* 0-credit course will support this objective.) • Understand the role of programs, policies and institutions in creating and maintaining social inequality and injustice. • Describe methodologies various disciplines employ to address issues of social injustice.	• Food Policy and Social Justice • War, Peace, and Religions • The Haves and Have Nots: American Authors on Money, Class and Power in Literature • Basic Issues in Women's Studies • Intro to American Politics • Catholic Social Teaching	Courses that cannot demonstrate via the syllabus that the objectives outlines in the Description column are met and constitute a significant portion of the class content and assessments.

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AREAS OF KNOWLEDGE (AOK) *(Courses may only fulfill one Area of Knowledge, but may overlap with Essential Value or Writing Intensive Requirement). A singular AOK cannot simultaneously fulfill both a Social Justice and a Diversity and Multicultural value course.*				
Ethical Reasoning (ER)	Students develop a system of values, an idea of how best to lead their lives. They also develop a system of moral beliefs about right and wrong and apply this to ethical issues in a variety of settings, appreciating that others may have diverse perspectives, and understanding the impact their choices have on themselves and others. Having a solid foundation in ethical reasoning in a world of social media and rapidly changing technology is essential for personal and professional success.	• Addresses moral reasoning- determining right from wrong. Ethical reasoning • Considers what is the "good life" • Develop a system of values • Virtues discussed by philosophers • Moral philosophy in practice in variety of contexts including business, health care, science, politics, and social media platforms • Explain diverse moral traditions in a multicultural world	• Intro to Philosophy • Ethics • Recent Moral Issues • Ethics in the Workplace • Global Ethics • Critical Thinking • Health Care Ethics • Philosophy of Law • Ethics and Mental Health	• Intro to Logic • Ancient Philosophy • History of Early Modern Philosophy
Historical Inquiry (HI)	Essential to the liberal arts and sciences, the study of history enables students to understand change and continuity over time and around the world. Studying cultures and ideas of the past allows students to connect themselves to the richness and diversity of human experience. They learn to analyze and interpret historical records, using traditional and digital modes of technology to share their findings with different audiences. Training in the historical method will help students become more perceptive, confident, and sophisticated in their writing and thinking.	• Covers significant period of time (several hundred to thousands of years) or • Covers significant region of world (all of Europe or all of Africa for example) • Allows students to understand relationships between the past and the present using different historical methods • Reviews ways in which historians evaluate and analyze the past • Locate, interpret and use primary and secondary sources in a persuasive manner • Study origins, development and interpretation of civic values and culture of the U.S.	• World History I • History of Japan since 1600 • History of the Modern Middle East • US History • Slavery in Global History • Immigrants in the American Experience • History of Africa	History courses that do not meet the learning objectives outlined for the Historical Inquiry AOK
Language and Culture (LC)	In an increasingly interconnected world, the ability to communicate effectively with others across languages and cultures is vital to success in the twenty-first century. Basic understanding of another language and the culture in which it is grounded empowers students to interact with diverse populations. It creates a strong foundation for communicating in a language other than English, particularly in professional contexts, and provides students with opportunities to build positive global and cross-cultural relationships.	• Students must complete two semesters of the same foreign language, or one semester if placed in second semester proficiency • Develop basic reading, writing, speaking and listening skills to communicate in a language other than English. • Explain how language constitutes cultural differences and facilitates communication across cultures. • Experience the complexities of language and culture both in the United States and globally. • Identify the relationship between specific language practices and cultural norms in cultural exchange.	• Intermediate Spanish I • Beginning French I • Beginning Arabic II	• One semester of language course not offered at Emmanuel, unless above the beginner semester 1 level • Coursework that does not cover cultural components of the language studied

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Literary Inquiry (LI)	The skill-sets associated with a literary perspective—reading, viewing, writing, and revision—are essential for students who need to adapt themselves to the fast-paced world of information exchange. Studying literature not only connects students to a long tradition of authors who have tried to envision socially just worlds. It also challenges students to connect this tradition to the worlds of social media, film, public relations, popular culture, and creative writing. As students envision new worlds and interrogate the limits of conventional ideas, they create a global vision necessary for success in the twenty-first century.	• Exposes students to original works by writers • Survey of literature covering works from entire country, region, genre, time period or entire works of an individual author • Experience diverse traditions of literature in a global context • Describe historical, cultural and political contexts of authors and their creative productions • Generate meaningful revision process to ensure effective communication of ideas	• Intro to Literature • Irish Literature I • Shakespeare • World Literature • Literature of the Black Atlantic • The Haves & Have Nots: American Authors on Money, Class and Power in Literature	• Poetry Writing • Intro to Communications
Quantitative Reasoning (QR)	Quantitative data establish the grounds for relevant and informed claims in a variety of contexts, from technical presentations to daily news sources. As students develop and strengthen their ability to assess data through algebra, statistics, finance, or daily mathematical operations, they learn to investigate the validity of simple and complex statements while making principled decisions in the digital age.	• Teach logical structures of quantitative reasoning • Application of quantitative functions and models to solving real world problems and everyday life • Demonstrate benefits and limits of quantitative reasoning • Use current technology and digital tools to organize, interpret, and present data. • Recognize the ethical implications of data analysis	• College Algebra • Intro to Stats • Calculus I • Mathematics for Everyday Life • Personal Finance • Financial Accounting • Introduction to Programming • Applied Mathematics for Management • Symbolic Logic	• Math Readiness Courses • Managerial Accounting
Religious Inquiry (RI)	Religion is a historically and geographically pervasive influence on all aspects of human experience. There is no time or place free of religious influence, including those times and places that strove to become free of religious influence. For this reason, to understand humankind one must have a basic understanding of religion	• Courses that explore religion as a central component to the human experience • Expose students to the tenets, beliefs, and traditions of the religion of study and the impact of the religion on society and culture • Covers the belief system, history, and cultural impact of an entire religion or surveys the above criteria for several religious traditions. • Analyze various interpretations of the relationship between faith and reason • Apply religious beliefs to ethical situations • Investigate the relationship between religious traditions and social justice • Analyze the interaction of religion with society, politics, the arts, and culture	• World Religions • Judaism • Eastern Religions • What is Religion? • Catholic Social Teaching • Science and Religion	• The Crusades • Religion, History and Culture in Spain • Judaism in Europe • Courses that focus on religion primarily in terms of its impact on society or its inclusion in the history of a region, but not its belief system, traditions, or tenets will not fulfill the requirement
Religious Inquiry-Christian Tradition (RICT)		Meets the criteria for a Religious Thought course but is focused strictly on those courses in the Catholic or Christian tradition	• Intro to the Bible • Catholic Social Teaching • Global Christianity • Teachings of St. Augustine	• World Religions—while this course covers Christianity; it is not the primary focus of the course

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Scientific Process Natural Science (NS + NSL)	Knowledge of the natural world will help students understand the influence science has on innovation, discovery, and their everyday lives. A practical exploration of the natural sciences gives students the opportunity to become more comfortable with their own environment and to develop essential problem-solving skills relevant to their professional lives. Through lab experimentation and the technologies of modern science, students encounter the physical world at dimensional scales ranging from the atom to the organism.	• Methods used by scientists to obtain and evaluate information---using the scientific method, and asses its benefits and limitations • Provide scientific literacy for non-scientists • Considers impact of scientific information on humanity and the environment • Employ systematic and empirical scientific methods to solve problems in and out of the laboratory. • Recognize and examine the ethical use of science and technology in professional environments.	• Intro to Biology/Intro to Chemistry • Intro to Cellular + Molecular Biology • Forensic Chemistry • Physics I • Brain and Behavior • Intro to Environmental Science	Science courses that do not meet the learning objectives outlined for the Natural Science AOK.
with Lab (NSL)		Meets criteria for Scientific Inquiry and has a lab that meets for at least 2 hours weekly outside of weekly lecture sections	• Biology I with lab • General Chemistry I	Online labs not permitted. May fulfill non-lab SI requirement
without Lab (NS)		Meets criteria for Scientific Inquiry but does not include lab or lab meets within lecture section or is less than 2 hours weekly	• Intro to Nutrition • Human Biology w/out Lab	
Scientific Process Social Science (SS)	Experiencing the expansive disciplinary diversity of the social sciences (economics, political science, psychology and sociology), students will examine the different social structures and institutions that organize human life in different cultural contexts. The disciplinary approach to these contexts will vary depending on whether they emphasize past societies, economic systems, political institutions, human behavior, or social structures. But a common analytical focus on institutions that organize social life within and between cultures connects students to theories and methodologies about human sociality.	• Use theoretical and empirical scientific methods to solve problems in social settings such as Anthropology, Economics, Management, Political Science, Psychology, and Sociology • Analyze relationship between interaction between individual, state, cultures • Applications to contemporary society and describe phenomena in the social world • Analyze political institutions that grant and restrict access to resources in social networks. • Examine the ethical use of science and technology in diverse societies • Demonstrate practical application of concepts and theories relevant to the social sciences. • Describe rights and duties of citizens in different social and political systems.	• Intro to Anthropology • Cultural Anthropology • Cultural Geography • Intro to Sociology • Microeconomics • General Psychology • Gender and Race Relations in America • Organizational Behavior • Intro to International Relations • Crime and Justice • Intro to Communication, Media & Cultural Studies • The 1960s and Political Activism	• Intro to Management • Health Care Systems • History of Economic Thought • Intro to Social Work • Research Methods in Psychology
Visual and Creative Inquiry (VCI)	Through the analysis or production of creative work, students understand how artistic expression motivates societal change and generates professional opportunities. The visual perspective on society is invaluable to students entering a professional world dominated by artistic expression, social media and visual technologies. As students expand their understanding of creativity and the arts, they will find new ways to see and create in their personal and professional lives.	• Exposes students to original works by visual artists and/or musicians • Explores connections between the works and their "historical, cultural and political contexts" • Historical surveys of art, music, or theater • Performance based courses may cover the cultural/historical relationship and importance • Use creative techniques to generate, manage & analyze complex data and ideas • Develop skills used in the analysis or production of creative work and cultivate a reflective revisionary practice.	• History of Western Art • Art Appreciation • Music Appreciation • Musics of the World • Basic Drawing I • History of Musical Theater • Ceramics • Practical Music Skills for the K-12 Teacher • Advertising and Culture • Data Visualization	• Acting I • Playwriting