

**Proposal for Revisions to the  
Liberal Arts Curriculum: General Option**

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## **PROGRAM REVISION PROPOSAL FOR LIBERAL ARTS**

### **I. ABSTRACT**

The proposed revision of Liberal Arts Curriculum—General Option is designed to modify and clarify the requirements while retaining its core educational values of breadth, depth, flexibility and transferability. The proposed changes are as follows:

1. The “Advanced/Sequential” terminology is removed. An alternative method of achieving depth and coherence is the requirement of two courses from a defined set of courses within a single social science discipline and two courses from a defined set of courses within a single humanities discipline. In some cases courses from closely related disciplines may be used to satisfy this requirement.
2. The requirement that all History courses be counted as Social Science or all History courses be counted as Humanities has been eliminated.
3. The Aesthetic Understanding/Oral/Creative Expression requirement will be renamed as the Artistic/Oral requirement. This is primarily a change in language not substance; all courses that meet the current requirement will still meet the new renamed requirement.
4. The two International Emphasis courses have been replaced with two Global Diversity courses in order to make the program’s language consistent with the College wide language and reduce confusion. Students are still required to take at least one course that explores American Diversity.
5. The Concentration Electives component is being eliminated because the current concept of a ‘unifying focus’ is too subjective.

### **II. Overview of the Existing Program**

#### **A. Purpose of Existing Program**

The Liberal Arts Curriculum was introduced in Spring, 1995, as a revision of the Associate in Arts Curriculum. It was, and is, intended to serve those students who choose a traditional liberal arts education, primarily those who plan to transfer to a baccalaureate program.

In the years before 1995, there were few students in The Associate in Arts program because approximately 66% of CCP students were enrolled in the General Studies (AGS) Program. Its requirements were so unrestrictive that students could graduate with a shallow and incoherent pattern of course taking. There were twelve general electives, and no requirement for more than a single course in any discipline except English. In part, the Liberal Arts Curriculum was derived from several years of efforts to reform General Studies. In the process of these reform efforts, it became clear that the “revision” was taking the form of a Liberal Arts program, and it was decided to discontinue General Studies altogether. In its place, the revised A.A. in Liberal Arts (without the foreign language requirements) would provide a non-specialized two-year

education for students who have not indicated a primary interest in science, health careers, or business, or not chosen a more specialized curriculum. It is also an initial program for many students later entering one of the select programs.

The Liberal Arts Curriculum was shaped through extensive discussion with constituencies such as faculty in arts and sciences disciplines, transfer institutions, and student government. The Curriculum sought balance between flexibility to accommodate reasonable student choice and transfer preparation, and sufficient structure to ensure academic soundness.

The original version of Liberal Arts had three options, besides the General Option to guide those students who had an identified interest in Humanities, in Social or Behavioral Science, or in International Studies. Since then, additional Options have been added: Women's Studies/Gender Studies, Leadership Studies, African Diaspora Studies, Religious Studies, and the Honors Options. Recently, both International Studies and Women's Studies/Gender Studies have been revised so as to become separate curricula, while retaining many of the foundation requirements of Liberal Arts, allowing for easy movement between programs for students whose plans change.

The program requirements were influenced by the expectation of the need, at that time, to accommodate the "dimensions," the proposed requirements for all degree programs at the College. The dimensional system included seven "dimensions" or learning experiences (scientific reasoning, quantitative reasoning, written expression, interpretive or primary-text-based studies, cultural and cross-cultural studies, and aesthetic/creative/oral expression), among which five courses were to be "multi-dimensional," incorporating two or more of these dimensions.

At the time Liberal Arts was introduced, few courses had yet been certified as meeting any particular dimension, so departments were asked to list courses which they anticipated would be certified in a given dimension. The "American Diversity" requirement had also recently been approved. Once a significant body of courses became dimensionally certified, Liberal Arts was able to document how the program met the requirements, and advisors were provided with schemata to apply them. However, after several years of efforts to implement the dimensions across all curricula, the decision was made to abandon the dimensional system.

There is now a general education plan which is about to be phased in for all programs. One goal of this revision is to ensure that Liberal Arts conforms to the new General Education Requirements.

## **B. Previous Revisions**

Apart from the development of additional Options, and the revision of Women's Studies/Gender Studies and International Studies into independent programs, revisions since 1995 have been minor: accommodating new and revised courses by reviewing them and proposing their designations (e.g. as "International Emphasis") in the curriculum.

### III. Description of the Proposed Revision

The proposed revision maintains the basic structure and goals of the existing Liberal Arts curriculum while making requirements simpler for students and advisors to understand.

#### A. Rationale for the Revision

1. The complexity of the Program's design and its presentation in the Catalog make it cumbersome and confusing for many to navigate. Students are frequently dependent on advisors to assist them. Given the approximately 9000 students currently enrolled in Liberal Arts, a large number of faculty are needed to advise students, and not all faculty are well-versed in the complexities of the Liberal Arts curriculum. While the number of requests for graduation waivers is not large, given the size of the program, about half of those reviewed by the curriculum coordinators are based on a claim to have been misadvised. The increasing use of web-based registration makes this issue even more urgent.
2. The concept of a "concentration" of three related courses has not been consistently implemented and is too vague to be enforceable as a graduation requirement. Many are cobbled together after the fact, and no students have actually been prevented from graduating because of not having a credible concentration course cluster.
3. The change to the Banner system for displaying curriculum and monitoring student progress calls for exploring its capabilities and limitations in supporting the curriculum. For example, the Program Compliance component cannot accommodate the possible variations in concentrations.
4. The plan for a new system of General Education Requirements calls for a review to ensure that compliance will be achieved.

#### B. Description of Proposed Revisions

##### 1. Recommendation:

In order to assure adequate depth but in a simpler fashion, replace the "Advanced/Sequential" requirements and the concentration electives with a requirement that students take two courses from a defined set of courses within a single social science discipline or closely related disciplines and two courses from a defined set of courses within a single humanities discipline or closely related disciplines. Breadth will be maintained by requiring students to take courses from a range of disciplines.

**Rationale:** In view of the confusion arising from the "advanced/sequential" terminology, and the difficulty of monitoring concentrations through advising and computer tracking, this alternative approach to providing "depth" is proposed. The

concept of depth embodied in this requirement, will be retained. The courses from which students choose will appear in a cleaner format in the Catalog for improved clarity.

### **PROPOSED COURSE CLUSTERS**

**Humanities:** *In order to assure sufficient depth, students are required to take at least two courses from a defined set of courses within the same humanities discipline (in some cases closely related disciplines are used to fulfill this requirement as indicated below).*

Art History: Any 2 of Art 101, 103, 104, 120, 205

English: any 2 of ENGL 107, 137, 170 and 200 level courses except 280, 281, 282, 285

Language/Foreign Language: 2 courses in the same Foreign Language or two courses in American Sign Language (ASL)

History: Any 2 of HIST 101, 102, 103, 103H, 120, 121, 122, 150, 160, 170, 180, 220, 221, 297H, 298H, IDS 150

Humanities: Any 2 of HUM 101, 102, 120, 130, 150, 170, 180, 190, IDS150, IDS297H, IDS 298H

Music History: Any 2 of MUS 103, 105, 106, 120, 121

Philosophy: Any 2 of PHIL 101, 111, 151, 152, 202, 211, 215, 297H, 298H

Religious Studies: Any 2 of RS 101, 151, 152, 170, 175

**Social Sciences:** *In order to assure sufficient depth, students are required to take at least two courses from a defined set of courses within the same social science discipline (in some cases closely related disciplines are used to fulfill this requirement as indicated below.)*

Anthropology: Any 2 of ANTH 101, 112, 125, 202, 211, 215

Earth Science: Any 2 of EASC 111, GEOG 101, 103, 180, 222 (*EASC 111 may be used as either a natural science or social science elective, but not for both*)

Economics: Any 2 of ECON 112, 114, 181, 182, 291

Education: 201, 225

Geography: (See Earth Science)

History: Any 2 of HIST 101, 102, 103, 120, 121, 122, 150, 160, 170, 180, 220, 221, 297H, 298H, IDS 150

Political Science: Any 2 of POLS 101, 111, 112, 117 (or 114, 115, 116 which together are equivalent to 117)

Psychology: Any 2 of PSYC 101 or 101H, 110, 201, 202, 205, 211, 215, 221

Religious Studies: Any 2 of RS 101, 151, 170, 175

Sociology: Any 2 of SOC 101, 105, 115, 212, 215, 231, 233, Justice 171, WS 101

**2. Recommendation:** Eliminate the requirement that all of a student's History electives must count as either social science or humanities.

**Rationale:** The current restriction was designed to ensure that a student could not 'overspecialize' and choose all History courses for both their social science and humanities requirements, contrary to the goal of breadth of study. However, this does not seem to be a common problem and no one can remember a case where this has actually happened. The change should delete an unnecessary restriction and reduce the number of waiver requests. Thus students may use one history course as a social science and another as humanities.

**3. Recommendation:** Replace the term "Aesthetic/Creative/Oral" with "Artistic/Oral." As with the current Aesthetic/Creative/Oral requirement, students can fulfill the new requirement by taking courses where they engage in the creative process (such as painting and creative writing) or by taking courses where they study creative works by others (such as art history and literature).

**Rationale:** The current title corresponds to that of one of the "dimensions" which guided the design of Liberal Arts. Courses in the category are those which departments planned to have certified in that dimension. Although the dimensions are no longer in play, the inclusion of a course focusing on aesthetic appreciation or student expression remains consistent with the College Mission Statement: "active engagement in the cultural life of the city," "self-fulfillment," "insight," "appreciation" and "enjoyment." Since it is also consistent with many four-year Liberal Arts programs, a less cumbersome title is desirable. The list of courses that meet this requirement will remain the same. A list of these courses will appear in the Liberal Arts Course Selection Guide.

**4. Recommendation:** Replace the requirement of two International Emphasis courses with two Global Diversity courses in order to make the Liberal Arts Program language more consistent with the College wide language. The requirement that students take one course that explores American Diversity will remain.

**Rationale:** Although the College wide requirement is for students to take *one* American *or* Global Diversity course, we propose a higher standard for Liberal Arts students: two global diversity courses and one American diversity course. This is very similar to the current requirement of two International Emphasis courses and one American Diversity course.

**5. Recommendation:** Remove the concentration electives requirement from the program.

**Rationale:** The current concentration electives require a “unifying focus” which is a subjective concept and very difficult to enforce as a graduation requirement. The idea of depth is retained within the program through the requirements that students take two courses from a defined set of courses within a single discipline or closely related disciplines.

## IV. General Education Requirements

The Liberal Arts Curriculum as revised will comply with the recently adopted General Education Requirements.

### 1. Courses in Major Areas of Learning

Liberal Arts (in its current form and as revised) meets all of these requirements: at least 3 credit hours in Humanities, Social Sciences, Mathematics, Natural Sciences, and English 101 and 102 are required of all students.

### 2. Courses in Major Academic Approaches

The requirement of a course in American/Global Diversity is covered by the more rigorous Liberal Arts requirement of three courses related to the study of diversity. The American Diversity list and the Global Diversity list used by Liberal Arts Program was developed by splitting the American/Global Diversity list that is used College wide using criteria from the general education workgroup.

The Writing Intensive and Interpretive Studies course requirements can be easily met through course selections.

### 3. Information Literacy

Liberal Arts requires English 102, the course identified as meeting this requirement.

#### **4. Technological Competence**

CIS 103 remains in the Curriculum to meet this requirement.

#### **V. Specific Course Changes**

Since there are no curriculum-specific courses, there are no specific course changes.

#### **VI. Effects of the Revision**

The student's experience will be improved primarily through the more straightforward presentation of requirements. Both for advisors and for self-advised students, there will be less ambiguity or confusion.

The opportunity for exploration of a range of topics, including career program courses, is offered through the seven general elective slots.

The coherence of the Program as revised is comparable to that of the current version. For those students who thoughtfully complied with the concentration requirement, there was a type of student-specific coherence achieved. However, the opportunity for this kind of personalized design can still be accomplished through thoughtful choice.

Since the changes being made do not change the underlying structure of the program the revisions should not affect articulation agreements or transferability.

# Appendix I

## Course Selection Guide

Students must take one course from each category. To check prerequisites for a course, see the course descriptions section of this catalog.

### **American Diversity**

AH 116  
 ASL 101, 102, 201, 202  
 BHHS 103  
 DMI 132  
 ENGL 221, 222, 250, 251, 260, 298H  
 HIST 180, 220, 221  
 MA 299  
 PSYC 202, 215  
 SOC 101, 115, 212, 233  
 WS 101

### **Global Diversity**

ANTH 101, 112, 202, 211, 215  
 ENGL 211, 212, 230, 241, 245, 246, 256  
 Foreign Language courses  
 GEOG 180, 222  
 HIST 120, 121, 122, 297H  
 HUM 101, 101H, 102, 120, 130, 150, 170, 180, 190,  
 JUS 251  
 PHIL 151  
 RS 151, RS 175

### **Interpretive Studies**

ANTH 202, 211, 215  
 ART 101, 103, 104  
 ECE 241  
 ENGL 137, 208, 209, 211, 212, 221, 222, 230, 241, 245, 246, 250, 251, 256, 260, 265, 271, 272  
 HIST 101, 102, 103, 103H, 120, 121, 122, 150, 180, 220, 221  
 HUM 101, 101H, 102, 120, 130, 150, 170, 180, 190  
 IDS 297H, IDS 298H  
 PHIL 101, 152, 202, 211, 215  
 PSYC 101H  
 RS 101, 152, 175

### **Writing Intensive**

CHEM 105, 217  
 EDUC 202  
 ENGL 195H, 196H, 205, 208, 271, 285  
 ENGR 202  
 HIST 150  
 NURS 132  
 PLS 111, 211  
 PSYC 215  
 SOC 101, 115, 231, 233

**Artistic/Oral**

ADC 109, 221, 222, 260

ART 101, 103, 104, 109, 115, 120, 125, 150, 173, 183, 205

ENGL 114, 115, 116, 120, 131, 132, 135, 136, 137, 141, 142, 205, 208, 209, 241, 271, 272, 280,  
281, 282

MUS 103, 105, 106, 107, 115, 120, 121

PHOT 101, 104, 111

## Clusters

### Humanities

*In order to assure sufficient depth, students are required to take at least two courses from a defined set of courses within the same humanities discipline (in some cases closely related disciplines are used to fulfill this requirement as indicated below).*

- Art History: Any 2 of Art 101, 103, 104, 120, 205
- English: any 2 of 107, 137, 170 and 200 level courses except 280, 281, 282, 285
- Language/Foreign Language: 2 courses in the same Foreign Language or two courses in American Sign Language (ASL)
- History: Any 2 of HIST 101, 102, 103, 120, 121, 122, 150, 160, 170, 180, 220, 221, 297H, 298H, IDS 150
- Humanities: Any 2 of HUM 101, 102, 120, 130, 150, 170, 180, 190, IDS150, IDS297H, IDS 298H
- Music History: Any 2 of MUS 103, 105, 106, 120, 121
- Philosophy: Any 2 of PHIL 101, 111, 151, 152, 202, 211, 215, 297H, 298H
- Religious Studies: Any 2 of RS 101, 151, 152, 170, 175

### Social Sciences

*In order to assure sufficient depth, students are required to take at least two courses from a defined set of courses within the same social science discipline (in some cases closely related disciplines are used to fulfill this requirement as indicated below).*

- Anthropology: Any 2 of ANTH 101, 112, 125, 202, 211, 215
- Earth Science: Any 2 of EASC 111, 111H, GEOG 101, 103, 180, 222 (*EASC 111 may be used as either a natural science or social science elective, but not for both*)
- Economics: Any 2 of ECON 112, 114, 181, 182, 291
- Education: 201, 225
- Geography: (See Earth Science)

- History: Any 2 of HIST 101, 102, 103, 120, 121, 122, 150, 160, 170, 180, 220, 221, 297H, 298H, IDS 150
- Political Science: Any 2 of POLS 101, 111, 112, 117 (or 114, 115, 116 which together are equivalent to 117)
- Psychology: Any 2 of PSYC 101 or 101H, 110, 201, 202, 205, 211, 215, 221
- Religious Studies: Any 2 of RS 101, 151, 170, 175
- Sociology: Any 2 of SOC 101, 105, 115, 212, 215, 231, 233, Justice 171, WS 101

## Liberal Arts General Option

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<b>FIRST SEMESTER</b>			
ENGL 101—English Composition I		3	ENGL 101
Math 118—Intermediate Algebra or above		3	Mathematics
CIS 103—PC Applications		3	Tech Comp
Social Science or Humanities Elective		3	
Social Science or Humanities Elective		3	
<b>SECOND SEMESTER</b>			
ENGL 102—English Composition II	ENGL 101	3	ENGL 102 & Info Lit
1 <sup>st</sup> in Social Science Cluster		3	Soc Science
1 <sup>st</sup> in Humanities Cluster		3	Humanities
General Elective		3	
Science (at least one science must include a lab)		3 or 4	Natural Science
<b>THIRD SEMESTER</b>			
2 <sup>nd</sup> in Social Science Cluster		3	
2 <sup>nd</sup> in Humanities Cluster		3	
General Elective		3	
Science (at least one science must include a lab)		3 or 4	
Artistic/Oral		3	
<b>FOURTH SEMESTER</b>			
General Elective		3	
<b>MINIMUM CREDITS NEEDED TO GRADUATE</b>		<b>61</b>	

### GENERAL EDUCATION REQUIREMENTS

All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement, the **Interpretive Studies** requirement and the **American/Global Diversity** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated Writing Intensive, one course that is designated Interpretive Studies, one course that is designated American Diversity and two courses designated Global Diversity. The same course may be used to fulfill more than one of these requirements. A list of courses that fulfill these requirements and a more detailed explanation of the College's general education requirements appears elsewhere in this catalog and on [www.ccp.edu](http://www.ccp.edu).

For More Information Contact:

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