Revised Common Course of Study
Approved by the Faculty, May 2011

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution</strong></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
</tr>
<tr>
<td>Natural Science with a lab</td>
<td>1</td>
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<tr>
<td>Social Science</td>
<td>1</td>
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<tr>
<td>Two additional courses in two different divisions outside the student’s home division:</td>
<td>2</td>
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<tr>
<td>• Engineering or STSC course offered by the Engineering Division</td>
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<tr>
<td>• Humanities</td>
<td></td>
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<tr>
<td>• Natural Science with lab or STSC course offered by the Natural Sciences Division</td>
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<tr>
<td>• Social Sciences</td>
<td></td>
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<tr>
<td><strong>Quantitative Reasoning</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Global and Multicultural</strong> (may overlap)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Elementary Proficiency in a second language</strong> (1 may overlap)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Values</strong> (may overlap)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Writing</strong> (includes FYS, may overlap)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
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<tr>
<td><strong>Total with maximum overlap</strong></td>
<td>7</td>
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**Notes**
1. *Distribution*: Double or interdisciplinary majors need only take 1 additional course in a division not represented by their majors.
2. AB math majors may count an STSC or second lab science as fulfilling one of their out of division requirements.
3. *STSC*: Science and Technology in a Social Context; description provided below
4. *Global and Multicultural*: One of the GM courses will satisfy GM1 and the other will satisfy GM2 learning outcomes.
5. *Overlap*: There are minimal restrictions on overlap of requirements.
6. *Values*: The “V” course designation applies to courses with learning outcome GS5: Construct and evaluate answers to questions of moral and political concern (questions of morally correct conduct, justice, and social policy, e.g.) via rational deliberation and based on solid evidence.
7. At least one W course taken in the major department, and one W outside of the major department; students are strongly encouraged to take a writing course outside of their division as well.
8. *FYS*: The FYS will incorporate the learning outcomes for information literacy; students will make further progress towards these outcomes in other courses in the CCS and their major.
Learning outcomes for all Lafayette graduates

**FYS**
FYS1. Develop strategies for interpretation and evaluation  
FYS2. Examine personal assumptions and biases, thereby building informed perspectives  
FYS3. Engage in writing as an act of intellectual and critical inquiry  
FYS4. Acquire an introductory understanding of research skills necessary for academic writing  
FYS4. Begin to develop strategies for participating in discourse communities beyond the classroom

**IL1.** Identify and articulate the need for information relevant to a specific purpose or goal.  
**IL2.** Select the most appropriate investigative methods for different information needs and develop and employ effective search strategies to locate useful information.  
**IL3.** Evaluate information and its sources critically and incorporate selected information into personal knowledge bases and value systems.  
**IL4.** Understand the economic, legal, and social issues surrounding the use of information and access, and use information ethically, wisely, and legally.

**General Skills (GS)**
**GS1.** Have elementary proficiency in a second language.  
**GS2.** Be able to analyze and critique the logic of arguments in multiple contexts.  
**GS3.** Be able to discern problems that are best addressed using multidisciplinary approaches.  
**GS4.** Be able to apply multiple different knowledge systems to a single problem when appropriate.  
**GS5.** Construct and evaluate answers to questions of moral and political concern (questions of morally correct conduct, justice, and social policy, e.g.) via rational deliberation and based on solid evidence.

**Global and Multicultural (GM)**
**GM1.** Recognize the existence of structures of identity, diversity, and difference, and demonstrate how they are formed by and exist within specific contexts (e.g., historical, regional, cultural, social, material, and linguistic).  
**GM2.** Understand identity, diversity and difference in the domestic and global frames, both independently and as they intersect and affect one another.

**Humanities (H)**
**H1.** Demonstrate an understanding of, and an ability to evaluate, works and styles of art, important literary, philosophical, or religious texts, or questions raised in the humanities.
H2. Demonstrate an understanding of the contexts in which these works and questions arise and are most meaningful.
H3. Be able to critically evaluate interpretations of these works or answers to these questions, as well as the methods used to arrive at them.
H4. Express their own responses to these works and questions with care, imagination, and self-examination, where this expression can include the creation or performance of works in ways that demonstrate reflection, creativity, and a critical understanding of the history and audiences of that work’s genre.
H5. Acquire or enhance an ability to speak another language, and thereby develop cognitive-kinetic skills, as well as an appreciation of the value of conceiving the world through concepts and traditions other than one’s own.
H6. Acquire sensitivity to, and an ability to rigorously address, the philosophical, religious, moral, and aesthetic issues that arise in daily life.

Natural Sciences (NS)
NS1. Understand that the goal of science is to comprehend phenomena in the physical and natural world.
NS2. Employ the fundamental elements of the scientific method:
   NS2a. Demonstrate the ability to recognize and/or formulate a testable hypothesis based upon observations or existing scientific data;
   NS2b. Generate, collect, and analyze evidence relevant to testing a hypothesis;
   NS2c. Evaluate whether the evidence supports or refutes the hypothesis or leads to the development of a new line of inquiry and/or a revision of the original hypothesis.
NS3. Create, interpret, and critically evaluate descriptions and representations of scientific data including graphs, tables, and models.
NS4. Understand scientific uncertainty and how it is reduced with additional data acquisition and hypothesis testing.
NS5. Distinguish the difference between scientifically testable ideas and opinion.
NS6. Apply these skills to understand scientific issues underlying global, national, and local decisions and express positions that are scientifically sound.

Science and Technology in a Social Context (STSC)
An STSC course is a science or engineering course without a lab that addresses a scientific or technologic issue of timely importance and meets Natural Science outcomes 1,3,4,5,6. In addition, an STSC course
- must have a rubric from a department in either the Natural Science or Engineering division;
- must have a Natural Science lab course as a pre-requisite;
- must be designed for students who are not science or engineering majors;
- will have enrollment capped at 18; and
- is not required to also satisfy a “V” and/or a “W” requirement, although it could potentially satisfy either or both of these requirements.
Although we expect most of these courses to be offered by faculty members in the Engineering division and faculty members who teach Natural Sciences with a laboratory
component, these courses may also be offered by faculty in Computer Science and Mathematics as long as they satisfy the learning outcomes listed above.

**Quantitative Reasoning (Q)**
- Q1. Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.
- Q2. Represent quantitative information symbolically, visually, numerically, and verbally and draw conclusions from that information.
- Q3. Use arithmetical, algebraic, geometric, or statistical methods to solve problems that arise in different settings.
- Q4. Analyze mathematical results to determine their reasonableness and validity.

**Social Sciences (SS)**
- SS1. Demonstrate knowledge of findings and theories in the social sciences;
- SS2. Demonstrate understanding of investigative methods used in the social sciences;
- SS3. Demonstrate critical thinking about arguments in the social sciences and evaluate an argument's major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility.
- SS4. Understand and articulate how culture, society, and diversity shape the role of the individual within society and human relations across cultures.
- SS5: Demonstrate knowledge of how social sciences can be employed to: (a) analyze and predict social change, (b) analyze social problems, and (c) analyze and develop social policies; and
- SS6. Use appropriate technologies to conduct research on, and communicate about, social sciences and to access, evaluate, and manage information to prepare and present their work effectively.

**Writing (W)**
- W1: Analyze a variety of rhetorical situations and produce various types of academic writing.
- W2: Identify and employ a range of strategies for discovering, developing, organizing, revising, editing and proofreading ideas.
- W3: Identify and apply the dominant discourse conventions of a chosen academic discipline(s) (including conventions of genre, format, structure and vocabulary).
- W4: Situate ideas within a disciplinary context, and establish authority and credibility through various forms of research and appropriate citation practices.
- W5: Apply the technologies commonly used to discover, research and communicate ideas within academic and professional environments.