

The Core Curriculum

AT SPRINGFIELD COLLEGE

2024-25



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What is the Core Curriculum?

The Core Curriculum at Springfield College is an integral part of being a graduate of Springfield College. The curriculum develops students' spirit, mind, and body in and beyond the classroom. The Core Curriculum includes 40 credits of coursework, as well as a cocurricular Wellness Passport designed to encourage lifelong wellness and a Core Capstone Work project that integrates students' Core Curriculum with their major coursework.

This coursework teaches students how to be intellectually curious and critical thinkers who know how to embody the Humanics philosophy throughout their years at Springfield College.

The Core Curriculum

40 Credits

Springfield College Seminar (SCSM 101)	3 credits
Foundations for the Future	
Composition I (ENGL 113)	3 credits
Composition II (ENGL 114)	3 credits
Quantitative Reasoning	3 credits
Wellness & Physical Literacy	3 credits (three 1-credit courses)
Literature	3 credits
Understanding the World	
Scientific Reasoning (lecture and lab)	4 credits
Spiritual & Ethical Perspectives	3 credits
Aesthetic Expression	3 credits
Historical & Social Literacy	3 credits
<i>Writing Across Curriculum courses</i>	<i>6 credits, embedded in a core course and/or in a major course</i>
Themed Exploration (TE) <i>Must be selected by end of second year.</i> <i>The TE must be outside a student's major area of study.</i> <ul style="list-style-type: none"> ▪ One course must meet global learning outcomes. ▪ All three courses must have different department prefixes. 	9 credits total
Wellness Passport	Cocurricular degree requirement
Core Capstone Work	Embedded in major's capstone course

Quantitative Reasoning Requirement

Choosing a Quantitative Reasoning Core Curriculum course is an important decision based on your mathematics aptitude, background, and your major. Any of the courses listed below (except MATH 090) fulfill the Quantitative Reasoning Core requirement, but some majors require a specific course or courses. For more information about mathematics courses, contact the Department of Mathematics, Physics, and Computer Science staff at (413) 748-3117, the Academic Advising Center staff at (413) 748-3379, or your advisor.

Course Title	Recommended Prerequisite	Specifically Required For
MATH 090, Introductory College Mathematics (0 credits)	<ul style="list-style-type: none"> Level 1 mathematics assessment 	Math 090 is a non-credit course designed to prepare you for MATH 115. It does not fulfill the Quantitative Reasoning Core requirement.
MATH 102 Mathematics in Action (3 credits)	<ul style="list-style-type: none"> Level 2 mathematics assessment, or MATH SAT of 510 or higher, or MATH 090 or equivalent 	Students whose majors do not require a specific Quantitative Reasoning course
MATH 103 Sports Statistics (3 credits)	<ul style="list-style-type: none"> Level 2 mathematics assessment, or MATH SAT of 510 or higher, or MATH 090 or equivalent 	<ul style="list-style-type: none"> Sports Analytics minor
MATH 115 College Algebra (3 credits)	<ul style="list-style-type: none"> Level 3 mathematics assessment, or Level 2 assessment and MATH SAT of 530 or higher, or MATH 090 or equivalent 	<ul style="list-style-type: none"> Applied Exercise Science majors Pre-professional Athletic Training majors Communication Sciences and Disorders majors Health Science majors Health Science/Pre-occupational Therapy majors Health Promotion and Health/Family and Consumer Science majors Movement and Sports Studies, Physical Education, and Physical Education and Health/Family and Consumer Science majors Public Health majors Recommended for Accounting, Business Management, Finance, Health Care Management, and Marketing majors <p><i>All majors or courses that require MATH 115 will also accept MATH 125 or 140.</i></p>

Course Title	Recommended Prerequisite	Specifically Required For
MATH 201 Contemporary Applications of Math (3 credits)	<ul style="list-style-type: none"> • Level 3 mathematics assessment, <i>or</i> • Level 2 assessment and MATH SAT of 530 or higher, <i>or</i> • MATH 103, 115, or equivalent 	<p>The following require MATH 201 in addition to other MATH courses:</p> <ul style="list-style-type: none"> • Mathematics majors • Mathematics and Computer Technology majors • Sports Analytics minors • Elementary and/or Special Education Licensure
MATH 125 Precalculus Mathematics (3 credits)	<ul style="list-style-type: none"> • Level 4 mathematics assessment, <i>or</i> • Level 3 and MATH SAT of 530 or higher, and B or better in high school precalculus, <i>or</i> • MATH 115 or equivalent 	<ul style="list-style-type: none"> • Health Science/Pre-physician Assistant majors • Health Science/Pre-physical Therapy majors • One of the options for Biology or Sports Biology majors (two of 125, 140, 142, and 215 required) <p><i>All majors or courses that require MATH 125 will also accept MATH 140.</i></p>
MATH 140 Calculus I (3 credits) <i>Generally offered in fall only.</i>	<ul style="list-style-type: none"> • Level 4 mathematics assessment, <i>or</i> • Level 3 and MATH SAT of 530 or higher, and B or better in high school precalculus, <i>or</i> • MATH 125 or equivalent 	<ul style="list-style-type: none"> • Computer Science/Criminal Justice majors • Mathematics majors • Mathematics and Computer Technology majors • One of the options for Biology or Sports Biology majors (two of 125, 140, 142, and 215 required) • May take (instead of MATH 125) for Health Science/Pre-physical Therapy, and Health Science/Pre-physician Assistant majors
MATH 215 Probability and Statistics (3 credits)	<ul style="list-style-type: none"> • Level 4 mathematics assessment, <i>or</i> • Level 3 and MATH SAT of 530 or higher, and B or better in high school precalculus, <i>or</i> • MATH 115 or equivalent 	<ul style="list-style-type: none"> • Computer Science/English majors • Environmental Science majors <p>The following majors require MATH 215 in addition to other MATH courses:</p> <ul style="list-style-type: none"> • Health Science/Pre-occupational Therapy majors (or PSYC 211 or HSCI 225) • Health Science/Pre-physical Therapy majors (or PSYC 211 or HSCI 225) • Health Science/Pre-physician Assistant majors (or PSYC 211 or HSCI 225) • Mathematics majors • Mathematics and Computer Technology majors <p>MATH 215 is also one of the options for Biology or Sports Biology majors (two of 125, 140, 142, and 215 required).</p>

Scientific Reasoning Requirement

Choosing a Scientific Reasoning Core Curriculum course is an important decision based on your aptitude and your major. Any of the courses listed below, combined with the corresponding lab, fulfill the Scientific Reasoning Core requirement, but some majors require a specific course or courses. Note that these courses can be classified according to three levels of intensity: basic, moderate, and high. For more information about these courses, contact the Department of Biology/Chemistry staff at (413) 748-3337, the Department of Math, Physics, and Computer Science staff at (413) 748-3117, the Academic Advising Center staff at (413) 748-3379, or your advisor.

Basic level courses:

Course Title	Who the Course is Appropriate or Required For
BIOL 101 Basic Concepts of Modern Biology • Corresponding lab is BIOL 102	For students whose majors do not require a specific Scientific Reasoning course Required for: <ul style="list-style-type: none"> • Early Childhood Education Licensure • Elementary and/or Special Education Licensure
PHYS 250 Exploring the Universe: Astronomy and Cosmology (4 credits, lecture and lab)	For students whose majors do not require a specific Scientific Reasoning course
BIOL 260 General Ecology (3 credits, plus 1 credit lab) • Corresponding lab is BIOL 261	For students whose majors do not require a specific Scientific Reasoning course A selective for the Environmental Science major
CHEM 101 Chemistry Survey (3 credits, plus 1 credit lab) • Corresponding lab is CHEM 102	For students whose majors do not require a specific Scientific Reasoning course Required for: <ul style="list-style-type: none"> • Applied Exercise Science majors • Pre-professional Athletic Training majors • Communication Sciences and Disorders majors • Health Science/Pre-occupational Therapy majors
ENVS 215 Environmental Geology (3 credits, plus 1 credit lab) • Corresponding lab is ENVS 216	For students whose majors do not require a specific Scientific Reasoning course Required for Environmental Science majors
PHSC 105 Physical Science and the Environment (4 credits, lecture and lab) • Corresponding lab is PHSC 107	For students whose majors do not require a specific Scientific Reasoning course Required for Environmental Science majors
PHSC 110 Earth Science (4 credits, lecture and lab) • Corresponding lab is PHSC 112	For students whose majors do not require a specific Scientific Reasoning course

Moderate intensity courses:

Course Title	Who the Course is Appropriate or Required For
<p>PHYS 205 Physics for Movement Science (3 credits plus 1 credit total lab)</p> <ul style="list-style-type: none"> • For MOST, PEDU, and PEHE labs are MOST 206 and PHYS 206 • For AESC, PPAT, and other majors lab is PHYS 207 	<p>Required for, and generally taken second year by:</p> <ul style="list-style-type: none"> • Applied Exercise Science majors • Pre-professional Athletic Training majors • Movement and Sport Studies, Physical Education, and Physical Education and Health/Family and Consumer Science majors <p><i>Prerequisite: MATH 115, College Algebra (or MATH 125, 131, or 140)</i></p>
<p>BIOL 130 Anatomy & Physiology Concepts I (3 credits plus 1 credit lab, fall only)</p> <ul style="list-style-type: none"> • Corresponding lab is BIOL 132 	<p>Required for, and generally taken first year by:</p> <ul style="list-style-type: none"> • Applied Exercise Science majors • Pre-professional Athletic Training majors • Health Science majors • Health Promotion and Health/Family and Consumer Science majors • Movement and Sport Studies, Physical Education, and Physical Education and Health/Family and Consumer Science majors <p>Required for, and generally taken first or second year by:</p> <ul style="list-style-type: none"> • Communication Sciences and Disorders majors • Dance majors • Health Science/Pre-occupational Therapy majors

High intensity courses:

<p>BIOL 121 Bioscience I (3 credits plus 1 credit lab, fall only)</p> <ul style="list-style-type: none"> • Corresponding lab is BIOL 123 	<p>Required for, and generally taken first year by:</p> <ul style="list-style-type: none"> • Biology and Sports Biology majors • Environmental Science majors • Health Science/Pre-physical Therapy majors • Health Science/Pre-physician Assistant majors <p>Can be taken any year by students preparing for medical school, physical therapy graduate programs, or physician assistant graduate programs.</p>
<p>CHEM 121 General Chemistry I (3 credits plus 1 credit lab, fall only)</p> <ul style="list-style-type: none"> • Corresponding lab is CHEM 123 	<p>Students in other majors should only take BIOL 121 or CHEM 121 if they have a strong science background <i>and</i> a serious interest in the course.</p> <p>CHEM 121 requires a strong background in algebra.</p>
<p>PHYS 210 General Physics I (4 credits including lab)</p> <ul style="list-style-type: none"> • Corresponding lab is PHYS 212 	<p>Required for, and generally taken first year by:</p> <ul style="list-style-type: none"> • Biology and Sports Biology majors • Health Science/Pre-physical Therapy majors • Students preparing for medical school or physical therapy graduate programs.
<p>PHYS 310 Physics I with Calculus (4 credits including lab)</p> <ul style="list-style-type: none"> • Corresponding lab is PHYS 312 	<p>Health Science/Pre-physician Assistant majors may take as part of their upper-level science selectives.</p> <p>A selective for the Environmental Science major.</p> <p><i>Prerequisite: MATH 125, Precalculus (or MATH 125 or 140)</i></p>

Themed Exploration



A Themed Exploration is a three-course sequence where students choose a topic that they can explore in considerable depth and from different perspectives. One of the courses must provide global perspectives related to the topic.

Themed Exploration Topics

SOCIAL JUSTICE

The Social Justice Themed Exploration will utilize at least three disciplinary lenses to examine social inequality and injustice. In this proposal, we are introducing literary, sociological, and religious studies approaches, but we anticipate that other approaches will be submitted for this Themed Exploration. The three submitted courses (primarily) focus on four main types of inequality/injustice: religion, social class, gender, and sexual orientation. All of these courses also include some attention to other types of inequality/injustice (e.g., based on race). All of these courses offer depth, by focusing on LGBTQ experiences expressed in literature, barriers to and strategies to improve interfaith understanding, and causes and consequences of inequality-based income, wealth, and power. Collectively, courses in this Themed Exploration will provide integrative understanding because they all cover evidence of, causes of, consequences of, and strategies to reduce social inequality and injustice. The ultimate goal of this Themed Exploration is provision of information to enable students to better understand social inequality and injustice, which can inform actions to create a more socially just world.

CREATIVITY

These three courses address creative action from different perspectives. Where does creativity come from? How do we create? How do we use creativity in service to others? This theme is designed to immerse a student in ideas about creativity and the creative process as a means of cultural and self-exploration. The courses will tackle questions about how politics, economics, and society are an effect on a culture's creative impulse. A leadership in service component will enable students to experience an artistic endeavor in relationship to their community; and an introduction to creativity component allows students to actively participate in creation through a choice of medium. The creativity theme will encourage students to utilize creative thinking in both their everyday lives and their chosen discipline as a way to enhance their intellect, joy, and relationship with others.



HEALTH AND WELLNESS IN SOCIETY

By exploring this topic of Health and Wellness in Society from three perspectives, students will have opportunities for critical reflection in multiple areas of wellness, including spiritual health, intellectual health, physical health, intrapersonal health, and interpersonal health. Students will investigate their own health and wellness knowledge, attitudes and behaviors, and will practice skills that will help them develop a healthier lifestyle. Students will also critically analyze the various forces that influence and impact health and wellness.

STUDY ABROAD

The Study Abroad Themed Exploration is an opportunity for students to study a range of topics within an international context. Through an approved semester-long study abroad program (as determined by the Springfield College International Center office staff), students will study the people, culture, and land of an international location during their semester abroad. Students will critically reflect on their own global and leadership experiences abroad. This Themed Exploration is defined by its emphasis on students' study abroad experience.

PREPARING TEACHERS FOR A GLOBAL SOCIETY

(This Themed Exploration is only for certain approved education programs.)

The preparation of teachers requires teacher-candidates (our students) to develop the skills and knowledge to be successful teaching in an ever-increasing global society. This includes preparing teacher-candidates to be able to identify cultural differences, biases, societal challenges, misconceptions, problems; and create and maintain safe learning environments, including digital learning, that value diversity. By examining the preparation of teachers for a global society from different angles, our teacher-candidates will better understand the importance of becoming culturally competent educators.

Wellness Passport

The Wellness Passport is a cocurricular degree requirement that builds on students' Wellness and Physical Literacy Core requirements, and prepares students to incorporate wellness across the lifespan while encouraging them to pursue an active, healthy lifestyle. Students are required to choose from a range of qualifying experiences that allow them to further explore and develop personal wellness practices and physical literacy (after completing their 300-level Wellness and Physical Literacy course) . Students engage in activities in three types of wellness: physical, mental, and meaning and purpose. Below are some examples of qualifying activities to complete the Wellness Passport.

Wellness Passport Domain	Subdomain	Example Activities
Physical	Exercise and fitness	PEAC skill classes Fitness classes Intercollegiate or intramural athletics
	Nutrition	Nutrition workshop on campus Nutritional assessment and coaching
	Lifestyle and behavioral health	Smoking cessation program Injury prevention activity
Mental	Emotional wellness	Personal reactivity assessment and workshop Motivational interviewing workshop
	Intellectual wellness	Motivational/academic speaker Tapping into creativity workshop
	Healthy decision making	Stress management education Decision-making workshop
	Mental wellness	Coping strategies workshop Overcoming adversity guest speaker
	Self-care	Exploration of healthy self-care workshop Opportunities for self-care with community
	Occupational wellness	Networking/interacting with alumni Work/life balance workshop
	Financial literacy	Budgeting and money management workshop Student loan management workshop
Meaning and Purpose	Spiritual exploration	Participation in spiritual/religious events Participation in visual and performing arts
	Connection to the natural environment	Climate change guest speakers Trail building and maintenance volunteer activity
	Social wellness (relationships, community, social justice)	Volunteering in Springfield community Social justice guest speaker



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