



**What are the primary benefits of this cluster within the Rochester Curriculum?**

- Provides a *broad* survey of an academic discipline (e.g. classics) or College division (e.g. natural sciences)
- Provides *in-depth* knowledge of an academic discipline or sub-discipline (e.g. American history)
- Blends* knowledge from two or more academic disciplines on a topic of intellectual merit
- Other* (please describe below in 1-2 sentences)

Please explain the rationale for your choice below:

---

---

---

**What are the primary motivations for the department to offer this cluster?**

- Provide a cluster within a particular academic *sub-discipline*
- Build a cluster around a *core course or highly popular course* within the department
- Generate interest in the departmental major or minor* as a result of taking courses within the cluster
- Offer students leaving the major the opportunity to *use already completed courses* as a cluster
- Complement* an existing major/minor within another division (please list below)

*Other* (please explain)

---

**Every path through this cluster enables students to build the following appropriate to the given context, purpose, audience, or discipline:** (check all that apply)

- Written communication      Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. (AAC&U VALUE project)
- Oral communication      Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. (AAC&U VALUE project)

- \_\_\_ Scientific reasoning      The ability of students to demonstrate an understanding of the structure of science, conceptual schemes and procedures employed in scientific investigation, types of reasoning used to reach conclusions, the procedures used to verify the validity of conclusions. (Virginia State University, Assessment Plan)
  
- \_\_\_ Quantitative reasoning      Quantitative reasoning is correctly using numbers and symbols, studying measurement, properties, and the relationships of quantities, or formally reasoning within abstract systems of thought to make decisions, judgments, and predictions. (University of Virginia Competencies)
  
- \_\_\_ Technological competence      The ability to use information technology as one tool for solving problems, identifying and evaluating information sources, analyzing reports and presentations; ability to use a variety of online or technology-assisted means to present work; understanding of the essentials of technology; including hardware and software, networks and systems. (University of Maryland, Baltimore County, General Education Competencies)
  
- \_\_\_ Critical analysis & reasoning      Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them. (AAC&U VALUE project)
  
- \_\_\_ Information literacy      The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. (AAC&U VALUE project)

**Other Considerations:** (check any that apply)

\_\_\_ This cluster was modified (e.g. courses added) due to a significant history of cluster exceptions.

\_\_\_ This cluster was designed in response to student requests (please explain)

---

\_\_\_\_\_  
Signature of Chair or Director      Date

Authorized by \_\_\_\_\_ CCC or \_\_\_\_\_ CIIC

\_\_\_\_\_  
Signature of Dean      Date

**Instructions:**

The DARS system checks the completion of students' Clusters. It relies primarily on course numbers and effective dates to determine whether or not a course is part of a Cluster.

Each course in a Cluster should have some entry in the Effective Date column. If the course has existed with that number for more than five years, enter "none" under Effective Date. If the course is new, the Effective Date should be the first semester in which the course is offered. If the course number has changed within the last five years, the Effective Date should be the first semester in which it was offered with the new number.

If you want to add a course that will be offered only once, enter "xx semester only" under Effective Date.

To remove a course from a Cluster, cross the course out and enter under Effective Date the last semester in which that course may be used in the Cluster – normally the last semester in which that course was offered.

If a course was **never** offered, cross it out and enter "never offered" under Effective Date. (Only courses that were never offered are deleted from the Cluster Search Engine.)