

THE SHARED CURRICULUM

The Shared Curriculum at Illinois Wesleyan University strives to provide a foundation for a liberal education of quality and breadth through a continuously evolving program which fosters intellectual independence, critical thinking, imagination, social awareness, and sensitivity to others. These qualities of mind and character are developed through a coordinated academic and co-curricular program of active learning, problem solving, collaborative inquiry, and community involvement. In this environment, students pursue a course of study which leads to knowledge of the natural universe and the diverse realms of human experience.

The Shared Curriculum includes three components: The General Education Program, Encountering Diversity, and Physical Education. Transfer students who have completed the Illinois Articulation Initiative General Education Core Curriculum may use this to fulfill IWU General Education requirements but must still complete (or transfer in courses that fulfill) Encountering Diversity and Physical Education requirements.

The Shared Curriculum

The shared curriculum includes (1) The General Education Program, (2) Encountering Diversity, and (3) Physical Education.

The General Education Program

- Gateway Colloquium (1 course unit)
- Analysis of Values (1 course unit)
- The Arts (1 course unit)
- Contemporary Social Institutions (1 course unit)
- Cultural and Historical Change (1 course unit)
- Formal Reasoning (1 course unit)
- Intellectual Traditions (1 course unit)
- Literature (1 course unit)
- The Natural Sciences (2 course units)
 - Life Science
 - Physical Science
 - Science Issues
 - Science Lab
- Writing Intensive Course Flag (1 course unit)

Encountering Diversity

- Encountering Diversity (1 course unit)

More specifically, the Shared Curriculum at Illinois Wesleyan is committed to the following goals:

- To develop students' capacities for critical thinking, intellectual independence, and imagination by creating opportunities for active learning;
- To develop students' knowledge and understanding of the fundamental processes and relationships of nature and culture and their evolution over time;
- To enable students to use formal methods of reasoning in problem solving;
- To heighten students' understanding of the diversity of cultures in our own society and the world;
- To develop students' capacities for expressing and communicating ideas in writing and orally, in English and in another language, and for using writing as a means of discovery and understanding;
- To foster in students the ability to make and assess judgments of value in such areas as ethics, aesthetics, and public policy by encouraging them to frame questions of value, to explore alternative value systems, and to become informed, active citizens in public life;
- To develop in students kinesthetic awareness, personal fitness, and lifelong habits of healthy living;
- To bring the world to campus and students to the world through varied combinations of co-curricular programming, travel and service to the community.

Students are given the opportunity to achieve the goals of the Shared Curriculum through a sequence of courses that fulfill the programs' categories and flags. These requirements are further described on the following pages.

SHARED CURRICULUM POLICIES AND GUIDELINES

In planning a course of study to complete these category and flag require-

- One of the two required Writing Intensive courses must be completed by the end of the sophomore year.
- No activity course in Physical Education may be repeated for credit.

For students who desire to submit Seal of Bilingual, Advanced Placement, International Baccalaureate, or Cambridge International or other credit by exam, and/or transfer credit to fulfill the requirements of the Shared Curriculum requirements, the following guidelines also apply:

- The Registrar, in consultation with the Associate Dean, shall evaluate students' requests for transfer credit to fulfill Shared Curriculum requirements and flags. Seal of Bilingual, Advanced Placement exam, International Baccalaureate exam, and Cambridge International exam credits will be processed by the Registrar.
- Incoming first-year students may apply a maximum of four course units from a combination of credit by exam and college courses taken while completing high school. 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Chemistry	Physical Sciences Issues Course
Chinese Language/Culture	Second Language
Computer Science A	Formal Reasoning
Computer Science Principles	CS Elective, Formal Reasoning
Econ-Micro	Contemporary Social Institutions
Econ-Macro	Contemporary Social Institutions
English Lang and Comp	Writing Intensive Flag
English Lit and Comp	Literature
Environmental Science	Life Science Issues
French Language/Culture	Second Language
German Language/Culture	Second Language
Gov't and Politics–US	Contemporary Social Institutions
Gov't and Politics–Comp.	Contemporary Social Institutions
History, European	Cultural and Historical Change
History, US	Cultural and Historical Change
History, World	Cultural and Historical Change
Human Geography	Elective Credit Only
Italian Language/Culture	Second Language
Japanese Language/Culture	Second Language
Latin	Second Language
Math-Calculus AB	Formal Reasoning
Math-Calculus BC	Formal Reasoning
Music Theory	Elective Credit Only
Physics 1	Physical Sciences Issues Course
Physics 2	Physical Sciences Issues Course
Physics B	Physical Sciences Issues Course
Physics C–Mechanics	Physical Sciences Issues Course
Physics C–E&M	Physical Sciences Issues Course
Psychology	Life Sciences Issues Course
Research	Elective credit only
Seminar	Elective credit only
Spanish Language/Culture	Second Language
Spanish Literature	Literature
Statistics	Elective Credit Only

IB CORRESPONDENCE CHART

International Baccalaureate Examinations

HL Language A: literature
 HL Language A: language and
 culture
 HL Physics
 HL Chemistry
 HL Biology
 HL Mathematics: analysis and
 applications
 HL Mathematics: experimental
 physics
 HL Mathematics: applied
 mathematics
 HL Economics
 HL History
 HL Geography
 HL Computer Science
 HL Music Theory
 HL Music Performance
 HL Visual Arts
 HL Design
 HL Career-Related Course
 HL Personal and Community
 Engagement
 HL Global Perspectives
 HL Theory of Knowledge
 HL Individual Project
 HL Extended Essay

Approved IWU Credit

Second Language

HL Information technology in a global society	Elective Credit Only
HL Philosophy	Intellectual Traditions
HL Psychology	Life Sciences Issues
HL Social and cultural anthropology	Elective Credit Only
HL Biology	Life Sciences Issues
HL Chemistry	Physical Sciences Issues
HL Computer Science	Formal Reasoning
HL Design technology	Elective Credit Only
HL Physics	Physical Science Issues
HL Further mathematics	Formal Reasoning
HL Mathematics	Formal Reasoning
HL Dance	The Arts
HL Film	The Arts
HL Music	The Arts
HL Theatre	The Arts
HL Visual arts	The Arts

CAMBRIDGE CORRESPONDENCE CHART

Cambridge International Examinations **Approved for IWU Credit**
(only A-Level Exams are accepted)

Accounting	Elective Credit Only
Afrikaans	Second Language
Applied Information and Communication Technology	Elective Credit Only
Arabic	Second Language
Art and Design	The Arts
Biology	Life Science Issues
Business	Elective Credit Only
Chemistry	Physical Science Issues
Chinese	Second Language
Classical Studies	Cultural and Historical Change
Computer Science	Formal Reasoning
Computing	Elective Credit Only
Design and Technology	The Arts
Design and Textiles	The Arts
Divinity	Elective Credit Only
English – Language	Elective Credit Only
English – Literature	Literature
Food Studies	Elective Credit Only
French	Second Language
Geography	Elective Credit Only
German	Second Language
Global Perspectives and Research	Elective Credit Only
Hindi	Second Language
Hinduism	Elective Credit Only
History	Elective Credit Only
Information Technology	Elective Credit Only
Islamic Studies	Elective Credit Only

Law
 Marathi
 Marine Science
 Mathematics
 Mathematics – Further
 Media Studies
 Music
 Physical Education
 Physical Science
 Physics
 Portuguese
 Psychology
 Sociology
 Spanish
 Tamil
 Telugu
 Thinking Skills
 Travel and Tourism
 Urdu – Pakistan only
 Urdu

Elective Credit Only
 Second Language
 Life Science Issues
 Formal Reasoning
 Formal Reasoning
 Elective Credit Only
 The Arts
 Elective Credit Only
 Physical Science Issues
 Physical Science Issues
 Second Language
 Life Science Issues
 Contemporary Social Institutions
 Second Language
 Second Language
 Second Language
 Elective Credit Only
 Elective Credit Only
 Second Language
 Second Language

Shared Curriculum Requirements

Degree	GW	AV	AR*	CSI	CHC	FR	IT	LI T	Nat Sci	W***	G	U	LA**	PE
BA & BS	1	1	1	1	1	1	1	1	2 course units; (LSI † & PSL)					

*Students interested in fulfilling Shared Curriculum requirements in “The Arts” through participation in ensembles and/or applied music lessons may choose from among the following four options:

A. Four semesters of piano lessons (MUS 100) OR one semester of Beginning Class Piano for Non-Music Majors (MUS 101) plus two semesters of applied piano (MUS 100).

B. Four semester of applied voice (MUS 100) OR two semesters of applied voice (MUS 100) with concurrent enrollment in either University Choir (MUS 26) or Collegiate Choir (MUS 23).

C. Four semesters of classical guitar lessons (MUS 100) OR two semesters of applied classical guitar (MUS 100) with concurrent enrollment in Guitar Ensemble (MUS 37).

D. Two semesters of one of the following ensembles—Orchestra (MUS 21), Wind Ensemble (MUS 22), Symphonic Winds (MUS 24), Jazz Ensemble (MUS 34), or Jazz Lab Band (MUS 35) – with concurrent enrollment in the appropriate applied instrumental lessons (MUS 100).

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<ul style="list-style-type: none"> develop students' skills in the conventions and structures of presenting knowledge in written academic and public discourse, and on strategies for effective revision; 	<p>Courses focus on writing as a process in which students produce informal writing, drafts, revisions, and final papers, and faculty read drafts, give extensive written comments on student writing, and return comments and formal papers before collecting the next formal paper assignment. Students produce about _____ pages of writing during the term, including at least formal essays of varying lengths. Informal writing — journals, exercises, drafts, responses to reading or study questions — comprises the rest of the pages produced. _____ the bulk of the course grade is derived from student writing. Since the primary focus of the course is writing, the length and number of reading assignments should be limited accordingly.</p>
<ul style="list-style-type: none"> engage students in learning activities that prepare them for academic life in the university. 	<p>Courses provide active learning opportunities that encourage students to analyze, synthesize, make inferences, argue logically, and think independently.</p>

Analysis of Values (AV; 1 course unit)

Category Description:

Courses in this category critically examine one or more normative value issues arising in social, political, professional, religious, artistic, or other contexts. Normative value issues concern questions of what ought to be the case, and are thus distinguished from empirical and/or descriptive issues, which concern questions of what is, was, or will be the case. Courses in this category engage students in the rational examination of normative value issues and expose them to alternative theories and positions concerning such issues. Students are thereby challenged to think systematically about these issues and to refine and defend their views of them.

Category Goals	Course Criteria
<p>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing student capacities for critical thinking, intellectual independence, communicating abilities to make and assess judgments of value, courses in the "Analysis of Values" category seek to:</p>	<p>To achieve these goals, offerings at the _____ or _____ level in this category incorporate the following criteria in a balance-appropriate to the course. In addition, courses in this category at the _____ or _____ level have a significant research component and in _____ students in analysis and argumentation at a more sophisticated level than that normally found in lower-level courses.</p>

<p>. develop students' ability to recognize and understand normative value issues;</p>	<p>Courses consider normative value issues as their central focus. The issue or issues should be clearly identified. Whereas the study of descriptive and/or empirical information may be an important component of courses in this category, such information should relate to the normative value issue(s) under consideration.</p>
<p>. encourage students to understand and evaluate contrasting theories pertaining to normative value issues</p>	<p>d. Courses expose students to contrasting theories pertaining to normative value issues as these are presented in primary or secondary source readings. Courses engage students in the critical assessment of these theories and/or the practical application of these theories to particular normative value issues.</p>
<p>. develop students' ability to formulate, examine rationally, and defend their positions about normative value issues. Such examination requires students to consider theories, contrasting positions on the issue(s) in question, and pertinent descriptive and empirical information;</p>	<p>e. Courses require students to formulate, examine rationally, and defend their positions about normative value issues. Such examination requires students to consider theories, contrasting positions on the issue(s) in question, and pertinent descriptive and empirical information.</p>

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Category Goals	Course Criteria
<p>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of offering opportunities for active learning and of</p>	

<ul style="list-style-type: none"> examine how one or more social institutions arises, operates, interacts with other institutions, and changes in different cultural and historical contexts; 	<ul style="list-style-type: none"> Courses examine the evolution of one or more contemporary social institutions to the present time and analyze the current structure and functions of the institution(s) studied and its (their) relationship with other institutions in its (their) own or another culture.
<ul style="list-style-type: none"> illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions; 	<ul style="list-style-type: none"> Courses engage students in discovering underlying values—including those of key institutional founders or leaders, as well as those of larger groups or societies—that are embodied in the structure and functioning of the institution(s) studied.
<ul style="list-style-type: none"> enable students to understand how individuals' values, beliefs, and behaviors are influenced by contemporary social institutions; 	<ul style="list-style-type: none"> Students participate in assignments and activities that require them to consider and reflect upon how their own and/or others' attitudes, convictions, and actions are influenced, consciously or unconsciously, by the institution(s) studied.
<ul style="list-style-type: none"> provide students with opportunities to observe and/or to interact directly with individuals involved in the ongoing operations of one or more contemporary social institutions. 	<ul style="list-style-type: none"> Courses provide opportunities for students to observe the actual

Cultural and Historical Change (CHC; 1 course unit)

Category Description

Courses in this category investigate the formation, persistence, and change of human-constructed institutions, emphasizing significant transformations in human social existence, and allowing historical personalities to speak to us across time and space. Each class emphasizes the complex interactions of social and historical context, acknowledging that we cannot understand the present without the past.

Formal Reasoning (FR; 1 course unit)
Category Description

Category Goals	Course Criteria
In keeping with the overall goals of the Shared Curriculum program, in particular the goals of enabling students to use formal methods of reasoning in problem solving, and developing students' capacities for critical thinking, courses in the "Formal Reasoning" category seek to:	To achieve these goals, offerings at the - or -level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the - or -level also require a degree of complexity in the material beyond that normally found in lower level courses. They require students to focus on metatheoretical questions, or to engage creatively in mathematical modeling or proving theorems.
. familiarize students with one or more formal systems;	Courses focus on examining and carefully defining the concepts employed in one or more formal systems and instructing students in the rules used in one or more of these systems.
. promote the understanding of formal systems and their use in identifying, analyzing and solving problems;	Courses instruct students in the use of formal systems to identify, analyze and solve problems. Courses stress critical thinking and reasoning skills and not solely mechanical skills. Courses assist students in writing clear solutions to problems.
. provide a real-world context for the use of formal reasoning;	Courses include exercises in which students use formal reasoning systems to try to solve problems encountered in the real world.
. convey an appreciation of formal systems.	. Courses include an appreciation of the beauty, symmetry and elegance of formal systems.

Intellectual Traditions (IT; 1 course unit)

Category Description

Courses in this category explore major ideas that have significantly shaped culture and the course of events. Courses may focus on an individual figure, a broader intellectual movement, or a crucial concept or topic. Emphasis is placed on critical interpretation, analysis, and evaluation of ideas articulated in primary printed texts and, where appropriate, in works of art, architecture, and music.

Category Goals	Course Criteria
<p>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students' capacities for critical thinking, intellectual independence, and imagination, their understanding of cultural relationships, their capacities for expressing and communicating ideas, and their abilities to make judgments and assess value, all in the context of active learning, courses in the "Literature" category seek to:</p>	<p>To achieve these goals, offerings at the - or -level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the - or -level have a significant research component involving critical or other secondary material, and involve an advanced level of complexity in the material studied and the interpretive questions raised.</p>
<ul style="list-style-type: none"> help students to recognize and understand the importance of the structure and style of a literary text; 	<p>Courses examine the style (for example: diction, sentence structure, imagery, rhythm) and structure (for example: plot, sequence of images and ideas, metrics and rhyme) characteristic of literary texts and the relation of one literary text to another.</p>
<ul style="list-style-type: none"> encourage students to engage their imaginative faculties when they read 	<p>Courses focus on the literary texts themselves and on the practices of intellect and imagination in the reader that make for active engagement with these texts. Such practices might include close study of significant passages, reading aloud or memorization to appreciate sounds, encouragement of visualizing, enacting of passages or texts.</p>
<ul style="list-style-type: none"> enable students to connect the literature they read to the cultural and social contexts in which it was written or which it portrays; 	<ul style="list-style-type: none"> Courses present literary texts in terms of some larger cultural framework—at least one context from which the texts emerge, or to which they respond. is context could be socio-historical or it could be the body of the author's work or movements in literary history.
<ul style="list-style-type: none"> develop students' ability to interpret literary texts. 	<p>Courses actively involve students in interpretation of texts, encouraging thoughtful judgments which the students express and defend in written essay assignments and orally in class discussion.</p>

The Natural Sciences (LSI, LSL, PSI, PSL; 2 course units)

Category Description

Courses in this category help students develop the capacity for scientific literacy in preparation for responsible citizenship. Through laboratory and other learning experiences, students explore the methods by which scientists discover and formulate laws or principles that describe the behavior of nature in both living and non-living realms. Students also examine how scientific thinking applies to

<p>. to understand that writing is a process that includes revision;</p>	<p>Instructors must provide students with feedback on their drafts and with opportunities to revise their texts. Courses should assign words or pages of writing, including both low stakes assignments (i.e., informal writing or writing-to-learn activities, journals, reading responses, exercises) and high stakes assignments (i.e., polished and revised writing that might include formal essays, research papers, or other genres significant to the discipline or to course objectives).</p>
<p>. to analyze writing situations by considering the audience, the discipline and the purpose.</p>	<p>Courses should give students instruction and practice in anticipating and responding to the needs of an audience and in responding to the conventions of a discipline.</p>
<p>. to use writing as a tool for invention and discovery</p>	<p>Courses should encourage learning through writing using methods such as directed free-writing, reading journals, summaries or syntheses of readings, class listservs, etc.</p>
<p>. to find, evaluate, and ethically use information from sources, if appropriate to the course objectives.</p>	<p>Courses should give students instruction and practice in acquiring information literacy skills within a discipline, if appropriate to the course objectives.</p>

ENCOUNTERING DIVERSITY

Encountering Global Diversity (G; 1 course unit)

(Flag designation attached to approved General Education, major, minor, or elective courses, except Gateway Colloquium and courses in the Second Language category—1 required)

Flag Description

Courses given this designation prepare students for responsible citizenship in a global community. Students examine the experience and values of one or more contemporary societies outside the United States. Within the framework of individual courses, students are introduced to global diversity through an examination of at least one other society's experience and view of itself and the world. This may be accomplished through an explicit comparison between the U.S. and other societies, encounters between other societies, or through an extensive study of one individual society.

The Global Diversity Flag may also be achieved by successful completion of a semester enrolled in an approved IWU, or an IWU-affiliated, study-abroad program, provided the following requirements are met:

1. The student must gain approval of the Registrar, in consultation with the Associate Dean of Curricular and Faculty Development prior to leaving for the semester abroad.
2. The overall academic experience must be in keeping with the Flag goals and criteria.

Note: This exception does not include May Term courses unless a specific course carries a Global Diversity Flag.


Encountering U.S. Diversity (U, 1 required)

(Flag designation attached to approved General Education, major, minor, or elective courses, except Gateway Colloquium and courses in Second Language category—1 required)

Flag Description

Courses given this designation introduce students to the ways in which diversity — as influenced by ethnic, racial, class, gender, religious, and/or sexual characteristics — has shaped and continues to shape identity and experience in

the U.S. Within the framework of individual courses, students are encouraged to develop an awareness of social differences and a sensitivity to others. Furthermore, in the process of recognizing, analyzing, understanding, and perhaps even reconciling various ways of viewing and experiencing the world, students are encouraged to acknowledge the intersections of diversity in their own lives.



Second Language (LA; 0-3 course units, as needed, to ensure proficiency at the third-semester level)

Category Description

Courses in this category develop a student's ability to communicate effectively in a second language by promoting cultural understanding, intercultural communication skills, and global citizenship. By making comparisons and connections to their immediate cultural practices and perspectives, students of a second language will deepen the knowledge and appreciation of their own native language. Modern language courses will emphasize basic conversational skills necessary for survival in the target language-culture environment.

Students of classical languages will be introduced to a variety of literary styles and will learn to translate texts from the original and analyze them critically.

In place of the courses listed above, students can satisfy this requirement by an equivalent score on an IWU Placement Exam or AP language exam. Entering international students whose native language is not English are exempt from the second language requirement under any one of the following circumstances:

- 1) They were required to take the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) for admission.
- 2) They provide a transcript from a secondary school where the primary language of instruction was not English.
- 3) They provide a transcript or other form of written certification that documents satisfactory completion of more than four years of study in one language other than English.

SHARED CURRICULUM REQUIREMENTS BACHELOR OF ARTS / BACHELOR OF SCIENCE

CATEGORY / FLAG	REQUIREMENT
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THE GENERAL EDUCATION

Gateway Colloquium (GW) (1 course unit)

Analysis of Values (AV) (1 course unit)

The Arts (AR) (1 course unit)

Contemporary Social Institutions (CSI) (1 course unit)

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BACHELOR OF FINE ARTS B.F.A. ART
CATEGORY / FLAG REQUIREMENT
The General Education

- Analysis of Values (AV) (1 course unit)
 The Arts (AR). (1 course unit)
 Contemporary Social Institutions (CSI) (1 course unit)
 Cultural and Historical Change (CHC) (1 course unit)
 Formal Reasoning (FR) (1 course unit)
 Intellectual Traditions (IT) (1 course unit)
 Literature (LIT) (1 course unit)
 The Natural Sciences (1 course unit, which fulfills one
 of the options below)
 Life Sciences Issues Course (LSI)
 OR
 Life Sciences Lab Course (LSL)
 OR
 Physical Sciences Issues Course
 (PSI)
 OR
 Physical Sciences Lab Course
 (PSL)
- Writing Intensive Courses (W) (attribute attached to 1 course
 which may be in the Shared
 Curriculum, major, minor, or
 among elective courses; the second
 required writing course will be
 satisfied in the major)
- Encountering Diversity**
- Encountering Global Diversity (G) (flag attached to 1 course in the
 Shared Curriculum, or to major,
 minor or elective courses)
- Encountering U. S. Diversity (U) (flag attached to 1 course in the
 Shared Curriculum, or to major,
 minor, or elective courses)
- Second Language (LA) (0-2 course units as needed to
 ensure second-semester proficiency)

Physical Education

- Physical Education (PE) (4Y courses or 2X courses)

**BACHELOR OF FINE ARTS B.F.A. MUSIC THEATRE
 CATEGORY / FLAG**

Contemporary Social Institutions (CSI) (1 course unit)
Cultural and Historical Change (CHC) (1 course unit)

Contemporary Social Institutions (CSI)(1 course unit)
 Cultural and Historical Change (CHC)(1 course unit)
 Formal Reasoning (FR).....(0 course unit)
 Intellectual Traditions (IT)(1 course unit)
 Literature (LIT)(1 course unit)
 The Natural Sciences (1 course unit, which fulfills one of
 the options below)

Life Sciences Issues Course (LSI)

OR

Life Sciences Lab Course (LSL)

OR

Physical Sciences Issues Course
(PSI)

OR

Physical Sciences Lab Course (PSL)

Writing Intensive (W) (attribute attached to 1 course
 which may be in the Shared
 Curriculum, major, minor, or
 among elective courses; the second
 required writing course will be
 satisfied in the major)

Encountering Diversity

Encountering Global Diversity (G) (flag attached to 1 course in the
 Shared Curriculum, or to major,
 minor, or elective courses)

Encountering U. S. Diversity (U). (flag attached to 1 course in the
 Shared Curriculum, or to major,
 minor, or elective courses)

Second Language (LA) (0-2 course units as needed to en-
 sure second-semester proficiency)

Physical Education

Physical Education (PE)..... PE and Encountering Global D9. (0)9163.1188The Gd(E)()Tjn

Contemporary Social Institutions (CSI)(1 course unit)
 Cultural and Historical Change (CHC)(1 course unit)
 Formal Reasoning (FR).....(0 course unit)
 Intellectual Traditions (IT)(1 course unit)
 Literature (LIT)(1 course unit)
 The Natural Sciences (1 course unit, which fulfills one of
 the options below)
 Life Sciences Issues Course (LSI)
 OR
 Life Sciences Lab Course (LSL)
 OR
 Physical Sciences Issues Course
 (PSI)
 OR
 Physical Sciences Lab Course (PSL)

Life Science Area:

Biology
 Health
 Psychology

Physical Science Area:

Chemistry
 Geology
 Physics

Writing Intensive Courses (W) (attribute attached to 1 course
 which may be in the Shared
 Curriculum, major or minor,
 or among elective courses; the
 second required writing course
 will be satisfied in the major)

Encountering Diversity

Encountering Global Diversity (G) (flag attached to 1 course in the
 Shared Curriculum, or to major,
 minor, or elective courses)

Encountering U.S. Diversity (U)..... (flag attached to 1 course in the
 Shared Curriculum, or to major,
 minor, or elective courses)

Second Language (LA).....(0 course unit)

Physical Education

Physical Education (PE)..... (4Y or 2X courses, 1 course must
 designate fitness)

BACHELOR OF SCIENCE IN NURSING

CATEGORY / FLAG	REQUIREMENT
The General Education	
Gateway Colloquium (GW).....	(1 course unit)
Analysis of Values (AV).....	(1 course unit)
The Arts (AR).....	(1 course unit)
Contemporary Social Institutions (CSI).....	(1 course unit) Met through N214
Cultural and Historical Change (CHC).....	(1 course unit)
Formal Reasoning (FR).....	(1 course unit)
Intellectual Traditions (IT).....	(1 course unit)
Literature (LIT)	(1 course unit)
The Natural Sciences (LSI or LSL; PSI or PSL)	(2 units, one must be an issues and one must be a laboratory course). Met through two of the following: BIOL 107 & BIOL 108, BIOL 114, PSYC 253, CHEM 110, and HLTH 230
Writing Intensive Courses (W).....	(attribute attached to 1 course which may be in the Shared Curriculum, major, minor, or among elective courses; the second required writing course will be satisfied in the major) Met, in part, through N485.
Encountering Diversity	
Encountering Global Diversity (G).....	(flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)
Encountering U. S. Diversity (U).....	(flag attached to 1 course in the Shared Curriculum, or to major, minor, or elective courses)
Second Language (LA).....	(0 course unit)
Physical Education	
Physical Education (PE).....	(4Y courses or 2X courses) (1 must be a designated fitness course).