

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 GrThe General Education Program

- Gateway Colloquium (1 course unit)
- Literature (1 course unit)
- Analysis of Values (1 course unit)
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- The Arts (1 course unit)
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The Natural Sciences (2 course units)

For students who desire to submit Seal of Biliteracy, 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 stu-

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**Cambridge International Examinations
(only A-Level Exams are accepted)**

Approved for IWU Credit

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| 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 |
| Economics | Contemporary Social Institutions |
| 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 | Elective Credit Only |
| Marathi | Second Language |
| Marine Science | Life Science Issues |
| Mathematics | Formal Reasoning |
| Mathematics–Further | Formal Reasoning |
| Media Studies | Elective Credit Only |
| Music | The Arts |
| Physical Education | Elective Credit Only |
| Physical Science | Physical Science Issues |
| Physics | Physical Science Issues |
| Portuguese | Second Language |
| Psychology | Life Science Issues |
| Sociology | Contemporary Social Institutions |
| Spanish | Second Language |
| Tamil | Second Language |
| Telugu | Second Language |
| Thinking Skills | Elective Credit Only |

Travel and Tourism
Urdu–Pakistan only
Urdu

Elective Credit Only
Second Language
Second Language

| Degree | GW | AV | AR* | CSI | CHC | FR | IT | LIT | Nat Sci | W*** | G | U | LA** | PE | |
|---------------------------------------|----|----|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|---|----------------------------------|
| BA & BS | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 course units; (LSI † & PSL) or (LSL & PSI) | 1 (+1 in the major) | 1 | 1 | 3rd sem prof | 2X or 4Y or equiv. comb. †† | |
| BFA (Art & eater) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 course unit; (LSI/LSL/PSI/ or PSL) | 1 (+1 in the major) | 1 | 1 | 2nd sem prof | 2X or 4Y or equiv. comb. †† | |
| BFA (Music eater) | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 course unit; (LSI/LSL/PSI/ or PSL) | 1 (+1 in the major) | 1 | 1 | 2nd sem prof | 2X or 4Y or equiv. comb. †† | |
| BM (Music Performance) | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 course unit; (LSI/LSL/PSI/ or PSL) | 1 (+1 in the major) | 1 | 1 | 2nd sem prof | 2X or 4Y or equiv. comb. †† | |
| BME (Music Education) | 1 | 1 | Ful lled by ensembl 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 | 30-40 w-0.5 40-50 w-0.5 |
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** 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.

*** Students must take two "Writing Intensive" courses. One of these courses will be satisfied in the major, and one of the courses must be completed by the end of the sophomore year. Students who have more than one major must take a "Writing Intensive" course in each major.

† Psychology 100 does not meet the Natural Science state requirement for students pursuing an Elementary Education major.

†† At least 1x or 1y must be a fitness course.

Gateway Colloquia are small discussion-oriented classes designed to develop students' proficiency in writing academic and public discourse. Gateway course may be part of a First Year Experience (FYE) course. Although each colloquium investigates its own issue or question, all focus on writing as a major component of intellectual inquiry. Students are expected to participate in discussion and to analyze, integrate and evaluate competing ideas so as to formulate their own arguments about an issue. Topics will vary by section. Students must complete a

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| In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing students' proficiency in writing and its use as a means of discovery and understanding, and of developing students' capacities in critical thinking, independence, and imagination through active learning, Gateway Colloquium seminars seek to: | To achieve these goals, all Gateway Colloquia incorporate the following criteria: |

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| <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, communicating in writing and orally, and fostering their 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 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component and involve students in analysis and argumentation at a more sophisticated level than that normally found in lower-level courses.</p> |
| <p>1. develop students' ability to recognize and understand normative value issues;</p> | <p>1. 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>2. encourage students to understand and evaluate contrasting theories pertaining to normative value issues;</p> | <p>2. 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>3. 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> | |

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| 4. encourage students to gain a sense of what artists actually do with their hands, voices, bodies, and minds, in the creation and practice of their art. | 4. Course assignments and activities expose students, if possible, to paintings/sculpture, to live music and theater, and/or offer them the opportunity to engage in the actual practice of creative or performing arts activities. |
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Students interested in fulfilling the 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 semesters 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).

Admission into these ensembles, with the exception of Jazz Lab Band (MUS 35) is based upon audition. All applied study requires the consent of the instructor. An extra fee is charged for private lessons.

C. Contemporary Social Institutions

Courses in this category explore the established practices, relationships, and organizations which influence the daily lives of individuals in society. Social institutions and/or structures examined include governments, religious organizations, education, the family, the media, and the legal, economic, health care, political, and social welfare systems.

| Contemporary Social Institutions | Learning Objectives |
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| In keeping with the overall goals of the Shared Curriculum program, in particular, the goals of understanding the fundamental relationships and processes of nature and culture and their evolution over time, of fostering students' abilities to make judgments of value in the area of public policy, of encouraging students to become informed active citizens in public life, and of bringing the world to the campus and students to the world, courses in the category of “Contemporary Social Institutions” seek to: | To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses. |

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| <p>1. examine how one or more social institutions arises, operates, interacts with other institutions, and changes in different cultural and historical contexts;</p> | <p>1. 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.</p> |
| <p>2. illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions;</p> | <p>2. 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.</p> |
| <p>3. enable students to understand how individuals' values, beliefs, and behaviors are influenced by contemporary social institutions;</p> | <p>3. 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.</p> |
| <p>4. 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.</p> | <p>4. Courses provide opportunities for students to observe the actual functioning of the institution(s) studied and/or to interact with leaders, volunteers, clients, or other participants in the ongoing activities of the institution(s) through in-class experiences, on-campus co-curricular activities, field trips, volunteer service, electronic discussion groups, or other appropriate means.</p> |

Category D: *Contemporary Social Institutions*

Courses in this category investigate the formation, persistence, and change of human-constructed institutions, emphasizing significant transformations

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| <p>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:</p> | <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-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</p> |
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| <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 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-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> |
| <p>1. help students to recognize and understand the importance of the structure and style of a literary text;</p> | <p>1. 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> |
| <p>2. encourage students to engage their imaginative faculties when they read;</p> | <p>2. 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> |
| <p>3. enable students to connect the literature they read to the cultural and social contexts in which it was written or which it portrays;</p> | <p>3. 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. This context could be socio-historical or it could be the body of the author's work or movements in literary history.</p> |
| <p>4. develop students' ability to interpret literary texts.</p> | <p>4. 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> |

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| <p>4a. (in laboratory courses) develop students' understanding of how scientific problems are studied in a laboratory environment.</p> | <p>4a. Students attend a regularly scheduled lab that averages two hours per week of laboratory instruction over the</p> |
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| 1. to write effectively, using evidence that supports the writer's purpose; | 1. Courses should offer explicit instruction in writing in genres or formats appropriate to a specific discipline or to a specific audience, with attention to using evidence. |
| 2. to understand that writing is a process that includes revision; | 2. Instructors must provide students with feedback on their drafts and with opportunities to revise their texts. Courses should assign 6000 words or 20 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). |
| 3. to analyze writing situations by considering the audience, the discipline, and the purpose. | 3. 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. |
| 4. to use writing as a tool for invention and discovery | 4. Courses should encourage learning through writing using methods such as directed free-writing, reading journals, summaries or syntheses of readings, class listservs, etc. |
| 5. to find, evaluate, and ethically use information from sources, if appropriate to the course objectives. | 5. Courses should give students instruction and practice in acquiring information literacy skills within a discipline, if appropriate to the course objectives. |

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

Global Diversity

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



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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 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.

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| <p>In keeping with the overall goals of the Shared Curriculum program, in particular the goals of developing the capacity for expressing and communicating ideas in a language other than English, of fostering in students the ability to make and assess judgments of value, and of bringing the world to the campus and the campus to the world, courses in this category seek to:</p> | <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course.</p> |
| <p>1a. develop in students of modern languages the four basic language skills of speaking, reading, listening, and writing in a language other than English;</p> <p style="text-align: center;">•</p> | <p>1a. Courses provide ample practice in understanding, producing, and interpreting written and spoken language on a variety of topics related primarily to the self and the immediate environment.</p> <p style="text-align: center;">•</p> |
| <p>1b. develop in students of classical languages the proficiency to read, understand, and interpret classical languages. Students use orally, listen to, and write the classical language as part of the language learning process.</p> | <p>1b.</p> |
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| <p>3. help students recognize and use elements of the second language to increase knowledge of their own language. Students use their knowledge of the second language and intercultural communication skills in a multilingual world.</p> | <p>3. Students in the modern languages study language structure and the lexicon of the second language. Students of classical languages increase their vocabulary and understanding of grammar and syntax in their native language through study of Greek and Latin etymology and comparative linguistics.</p> |
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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.**

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Placement exams are available in French, German, Italian, Latin, and Spanish. Students requesting placement in other languages IWU offers (Chinese, classical Greek, Japanese, Russian) should contact the coordinator of the Language Restudengd.6)-4 (a)5 (n)8.14/tact tnptdina

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| <p>Courses in Physical Education foster interest and participation in activities that establish patterns for life-long maintenance of physical fitness and personal health.</p> | <p>To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content.</p> |
| <p>Courses given the designation of Physical Education Activity must seek to:</p> <ol style="list-style-type: none"> 1. help students identify long and short-term fitness goals; | <ol style="list-style-type: none"> 1. Courses give students practice in setting long/short-term goals and familiarize students with methods that help them to track their progress. |
| <ol style="list-style-type: none"> 2. identify and practice principles of warm-up and stretching; | <ol style="list-style-type: none"> 2. Courses give explicit instruction in warm-up and stretching exercises appropriate to the activity. |
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| 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) |
| 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..... | (2 units, one must be an issues and one must be a laboratory course) |
| | Life Sciences Issues Course (LSI) |
| | OR |
| | Life Sciences Lab Course (LSL) |
| | AND |
| | Physical Sciences Issues Course (PSI) |
| | OR |
| | Physical Sciences Lab Course (PSL) |
| Writing Intensive Courses (W)..... | (1 course unit) In addition to taking one Writing Intensive course as part of the Shared Curriculum (that may be attached to a course in the Shared Curriculum, major or minor, or be an elective), Illinois Wesleyan students are also required to take an additional 0 Tw 17.165 0 Td{(1 co)11h Td{s} 6 (n)19 (t)6 (|

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)
- 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)

The General Education

- Gateway Colloquium (GW)..... (1 course unit)

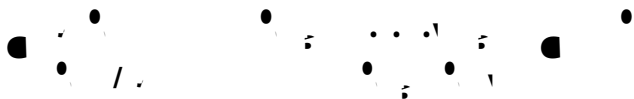
- Analysis of Values (AV) (1 course unit)
 The Arts (AR). (1 course unit)
 Contemporary Social Institutions (CSI) (1 course unit)
 Cultural and Historical Change (CHC) (1 course unit)
 Formal Reasoning (FR) (1 course unit)
 Intellectual Traditions (IT) (1 course unit)
 Literature (LIT) (1 course unit)
 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)



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)
 Cultural and Historical Change (CHC) (1 course unit)

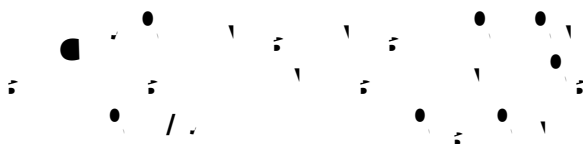
- Formal Reasoning (FR) (0 course unit)
 Intellectual Traditions (IT) (1 course unit)
 Literature (LIT) (1 course unit)
 The Natural Sciences (1 course unit, which fulfills one
 of the options below)
 Life Sciences Issues Course (LSI)
 OR
 Life Sciences Lab Course (LSL)
 OR
 Physical Sciences Issues Course (PSI)
 OR
 Physical Sciences Lab Course (PSL)
 Writing Intensive 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)



The General Education

- Gateway Colloquium (GW) (1 course unit)
 Analysis of Values (AV) (1 course unit)
 The Arts (AR) (1 course unit)
 met by a combination of lessons

- 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)
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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) Met through N214
- Cultural and Historical Change (CHC)...(1 course unit)