

***STUDENTS' INTEGRATED AND UNIVERSAL ESSENTIAL EDUCATION:  
SIUE EDUCATION***

**Proposal Submitted to the BRIDGE Committee  
Dr. Eric Ruckh, Chair  
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**Design Team Members:**

Marcus Agustin (Mathematics and Statistics)  
Mary Ann Boyd (School of Nursing)  
Belinda Carstens-Wickham (Foreign Languages and Literature)  
Tom Foster (Physics and Office of Science and Mathematics Education)  
Krzysztof Jarosz (Mathematics and Statistics)  
Jennifer Rehg (Anthropology)  
Kim Shaw (Physics)

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## II. Executive Summary

The *Students' Integrated and Universal Essential Education (SIUE Education)* design is a revised distribution-model curriculum for general education. The design emphasizes efficacy and flexibility; it is built on the premise that programs of study can be personalized, and should be based on individual student goals and interests. It recognizes the diverse student population of Southern Illinois University Edwardsville, with different educational backgrounds, experiences, and life responsibilities. It encourages intentionality by promoting the importance of students' own decisions in selecting courses to fulfill general education requirements. The design improves the efficacy of general education with a framework to promote the development of fundamental skills, as well as exposing students to a broad diversity of knowledge. It further improves efficacy with better linkage between general education and degree programs, and by ensuring skills courses are completed early to better prepare students for advanced coursework. In this way, too, the design integrates required general education components with other aspects of students' university educations. It is flexible in allowing overlap among general education requirements and between general education and major and minor coursework, in facilitating credit transfer with other Illinois higher education institutions, and promoting choices in the selection of distribution requirements. The design allows for innovation in course structure and pedagogy, but maintains a system in which individual faculty and programs can decide how best to serve their students. The design builds on existing resources and infrastructure to accomplish these goals. The *SIUE Education* design supports SIUE's mission and values, with a focus to serving a diverse SIUE student population.

The *SIUE Education* design focuses on two components essential to a well-rounded liberal arts and sciences education, as well as development of a professional career. These are preparation in fundamental university-level skills, and exposure to diverse subjects and ways of knowing about the world.

Under this design, there are a set of four skills areas that are deemed a necessary foundation for academic and professional endeavors of all students—these Foundations are in Written Fluency (2 courses: ENG 101, ENG 102), Quantitative Literacy (QL 101), Reasoning and Argumentation (RA 101), and Oral Communication (SPC 105). Each of the five required Foundations courses are delineated by a set of learning outcomes, pedagogical techniques, and/or structural guidelines. The five required Foundations courses must be completed by students in the first 60 credit hours at SIUE. The goal of the Foundations is to provide a baseline of skill level, such that all students completing these courses are assumed to have acquired a standard of competency in these skills, on which other coursework can build. Proficiency exams would be available for these courses, allowing students proficient at the basic university level to place into alternate, advanced courses, and more effectively use their time and effort to improve their skills.

Exposure to diverse subjects and ways of knowing is achieved through a set of distribution requirements, which are flexible in how they may be fulfilled. This allows students to personalize a general education program that fits with individual academic and career goals and interests, and encourages intentionality in program development. There are six identified Breadth Areas, defined based on associations in content and epistemological approaches among disciplines represented at SIUE. The six Breadth Areas are Fine and Performing Arts; Human Experience, Literature, and Philosophy; Language and Communication; Life and Earth Sciences; Physical Sciences; and Social Sciences. These areas are distinguished in part based on traditional divisions among natural sciences,

social sciences, and arts and humanities. However, to enhance the diversity students experience through distribution requirements, finer distinctions among discipline areas are made. For example, there are unique features that distinguish fine and performing arts from humanities, just as there are features that distinguish the physical sciences from life and earth sciences; more subtle divisions allow students to experience greater diversity in discovering the world through different subjects and approaches.

Other components of our design, such as the Cultures courses, Interdisciplinary Studies, and New Freshman Seminar are also important to addressing SIUE's Values and Objectives for the Baccalaureate Degree. To promote appreciation for diversity, we require students to complete a course dealing with international cultures and a course dealing with cultures or subcultures within the U.S. We continue to support SIUE's commitment to Interdisciplinary Studies by requiring an IS course, and have incorporated the initiative of the New Freshman Seminar (NFS). While we maintain these important components of the current curriculum, we have recommendations to improve on these assets. For example, our design includes a set of guidelines for all NFS courses, such as out-of-classroom experiences and small class sizes, to make them a truly unique and unifying experience for all new freshmen. We have also recommended a reduction in class sizes to 25 students per instructor and the inclusion of a writing component in all IS courses.

Another key feature of our design is revised criteria for the Bachelor of Arts and Bachelor of Science degrees. We recommend that students earning a B.A. degree complete at least eight courses in the fine arts and humanities, including a two semester sequence in foreign language. Likewise, students earning a B.S. degree should complete at least eight courses in the sciences, including two lab courses. Coursework towards the B.A. and B.S. requirements could be completed as part of major, minor, or general education requirements or electives. Thus, these guidelines would provide more substance to the distinction between the B.A. and B.S. degrees, while still allowing for flexibility in course selection according to program requirements or individual student interests and goals.

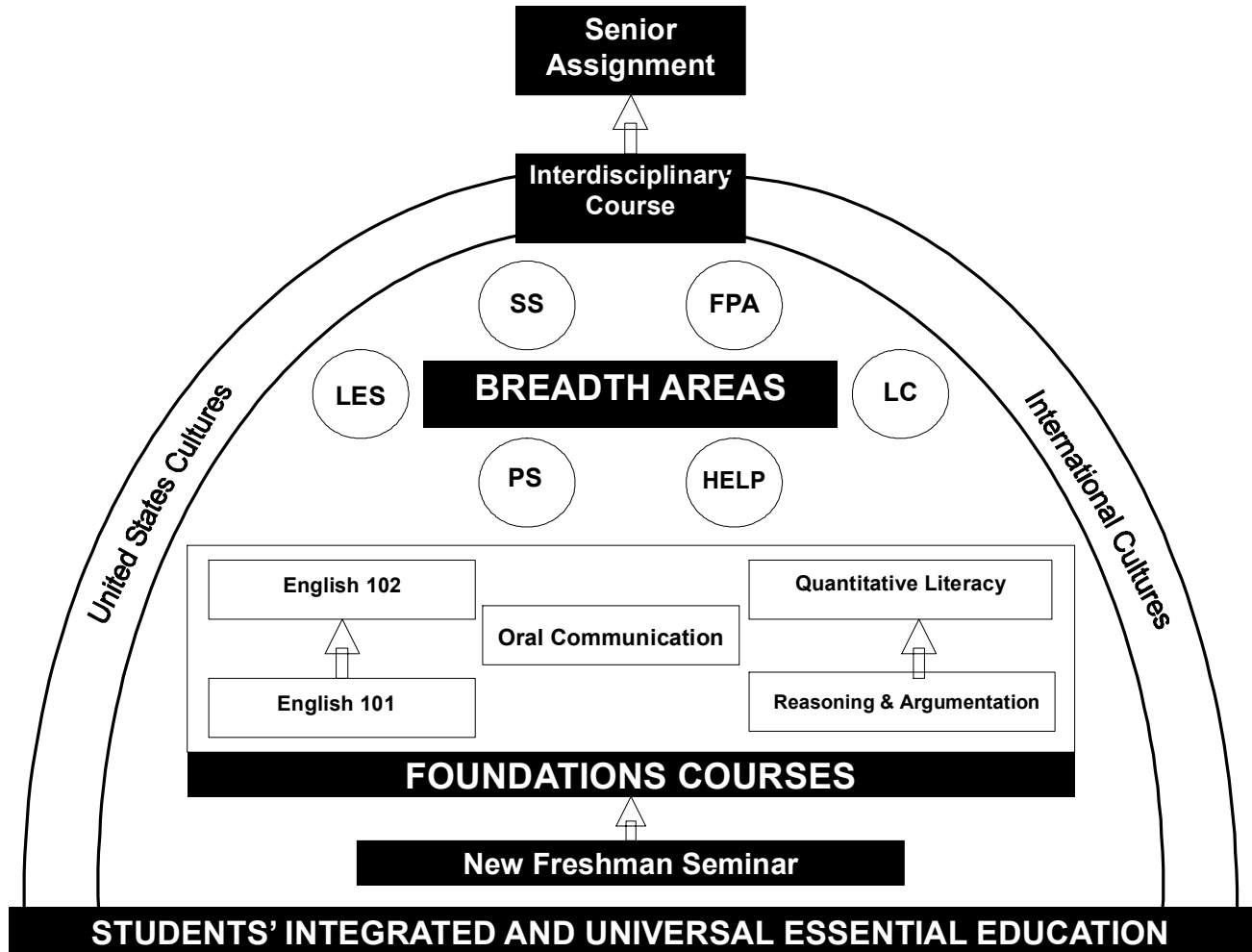
The SIUE Education design allows for overlap within the general education curriculum, as well as overlap among general education requirements and coursework in major or minor programs. For example, coursework in the Breadth Areas can overlap with Cultures requirements, and these courses may also overlap with courses satisfying a major requirement. Thus, as students may shift their academic and professional goals, they are not penalized for changing majors and do not have to repeat general education requirements. This allows for more efficient programs of study, and as a result of incorporating such overlap, most typical programs developed for sample students under our design range between 36 and 40 credit hours of general education coursework.

The *SIUE Education* design has been designed with the needs of SIUE's diverse student population in mind, driven by the values and objectives of the University. It promotes the development of fundamental skills and a foundation in liberal arts and sciences, which are necessary for all students to be well-informed, effective citizens, successful in their personal and professional lives. The design allows for innovations in course structure and pedagogy, but maintains individual programs and faculty abilities to design and instruct courses as they best see fit. The proposed curriculum would build on existing strengths and resources, facilitating its implementation. In these ways, the proposed general education curriculum would contribute to SIUE's position as a premier metropolitan university.

### III. Design Components Grid

	DESIGN COMPONENTS	ADDITIONAL DETAILS
Total Courses/Credit Hours (no overlap)	15 courses, appx. 45 credits	includes NFS and IS
Total Courses/Credit Hours (max overlap)	10 courses, appx. 30 credits	includes NFS and IS
Credit Hours - New Freshman Seminar	1 course, 3 credits	NFS can overlap with other requirements, except Foundations
Credit Hours - Foundations	5 courses, appx. 15 credits	Foundations cannot overlap with other requirements
Credit Hours - Breadth Areas	7 courses, appx. 21 credits (including IS)	allow overlap with major, minor, NFS, Cultures courses
Credit Hours - Cultures	2 courses, appx. 6 credits	allow overlap with major, minor, NFS, Breadth Areas
<hr style="border-top: 1px dashed black;"/>		
New Freshman Seminar	completed in first semester (1 course)	content courses with guidelines; can overlap with Breadth and Cultures requirements
Foundations	Written Fluency (2 courses)	ENG 101 and 102 (theme-based); if student proficiency-tests out of both courses, a single advanced-level English writing courses is required in their place
	Quantitative Literacy (1 course)	QL 101; if student proficiency-tests out of QL 101, a single university-level math or statistics course is required in its place
	Reasoning & Argumentation (1 course)	RA 101; if student proficiency-tests out of RA 101, a single alternate "critical thinking" course is required in its place
	Oral Communication (1 course)	SPC 105; if student proficiency-tests out of SPC 105, an advanced public speaking course is required in its place
Foundations Completion Requirements	Written, Quantitative, and Reasoning courses completed within first 30 SIUE credit hours; Oral Comm completed within first 60 SIUE credit hours	
Breadth (1 course, min 3 credits, each)	Fine and Performing Arts (FPA)	includes Art & Design, Music, Theater & Dance
	Human Experience, Literature, & Philosophy (HELP)	includes English (literature), Foreign Language (literature), History (some courses), Philosophy
	Language & Communication (LC)	includes English (linguistics), Foreign Language (non-literature courses), Mass Comm, Speech Comm
(lab required in Life & Earth Sciences, Physical Sciences, or Social Sciences)	Life & Earth Sciences (LES)	includes Anthropology (biological), Biological Sciences, Geography (physical), Kinesiology & Health Education
	Physical Sciences (PS)	includes Chemistry, Math & Statistics, Physics
	Social Sciences (SS)	includes Anthropology (cultural), CJ (low-level), Economics, Geography (human), History, Political Science, Psychology, Sociology
Breadth Completion Requirements	may be taken at any time; no distinction between lower & upper division courses	
IS Requirement	1 course	may overlap with Cultures; 25 students per instructor; analytical reading and writing component required
Diversity Requirements (Cultures)	Cultures (min 2 courses: 1 course on U.S. cultures, 1 course on international cultures)	allow overlap with courses in major, minor, Breadth Areas, IS, NFS
BA/BS distinction	BA: 8 courses in fine arts or humanities, including 2 semester sequence of a foreign language (cannot proficiency out)	
	BS: 8 courses in sciences, including 2 lab courses (cannot proficiency out)	
Additional Components	Health objective	a no-credit graduation requirement, may be satisfied by approved courses, workshops, other options possible
	Technology/computer skills	deficiencies addressed with AD course
	Ethics objective	ethics component required as part of major programs

### IV. Illustration of Design Components



## V. Weaknesses of Current Curriculum & *SIUE Education Responses*

Specific Weakness	Distribution Response
No <b>Quantitative Literacy</b>	Require QL 101 of all students; proficiency exam allows placement into advanced math
<b>Drift in 111's</b> (no longer necessarily "ways of knowing" or writing intensive)	Intent of Breadth Area requirements is to expose students to different subject areas and ways of knowing; there are no course level requirements, so particular format of 111 courses are not an issue
<b>IS drift</b> (size and no pre-reqs)	Recommend reducing enrollment to 25 students per instructor; require reading/writing component
<b>Upper –div distributions de-linked</b> from intro's (111)	Distribution requirement is not based on level, does not require sequencing
<b>Sequencing</b> (basic skills can be taken late)	Skills courses must be taken in first 30 credit hours (LR 101, QL 101, ENG 101 & 102) or first 60 hours (SPC 105)
Existing structure does not encourage student <b>intentionality</b>	Students have the flexibility to select courses in Breadth Areas based on their own interests; intentionality is best served by allowing student choice
Existing gen ed program now lacks a <b>central unifying idea</b> that can clearly be stated	Unifying idea is utility and flexibility; all students should be equally prepared in fundamental skills, but have the freedom to explore different types of knowledge based on individual interests
<b>Integration</b> of gen ed with major programs/professional programs	Allow overlap between coursework in major/minor and gen ed courses; require skills courses early to prepare for major/minor coursework
<b>IAI articulation</b> (curriculum does not align with GECC)	More seamless match to IAI requirements; facilitates transfer of credits
<b>Exposure</b> to subjects & ways of knowing (existing gen ed program has gaps)	Revised Breadth Areas ensure all students are exposed to more subjects and ways of knowing (e.g., Fine & Performing Arts, QL math requirement)
Existing gen ed program <b>penalizes students for changing majors</b>	Requirements are not dependent on a student's major; all coursework taken for gen ed requirements will count regardless of major

## VI. Catalog Narrative

### ***STUDENTS' INTEGRATED AND UNIVERSAL ESSENTIAL EDUCATION***

What does it mean to get an education at Southern Illinois University Edwardsville? It means participating in an energetic learning environment. It means partaking in a diverse, well-rounded experience that develops knowledge, skills, and abilities, as well as a sense of community. It means preparing you for a career, for contributing to society, and for your future, wherever it might lead.

SIUE prides itself in providing a comprehensive baccalaureate education that appropriately serves a wide range of students with diverse backgrounds. The skills, abilities and experiences our students acquire during their time at the University will awaken their intellectual curiosity, expose them to knowledge from multiple perspectives, prepare them for future careers, and provide a basis for making important contributions to communities and society.

The undergraduate curriculum encourages students to see world events from a broad perspective and to bring a reasoned approach to future challenges. As a public institution, SIUE strives to develop students who are well-informed, effective citizens; who provide leadership in civic and community affairs; who appreciate the arts; who have increased capacity for self-reflection, health and well-being, and self-assessment; and who will pursue life-long learning.

### **Objectives for the Baccalaureate Degree**

The purpose of baccalaureate education at Southern Illinois University Edwardsville is to provide students with a solid foundation for intellectual development and an ability and desire to make contributions to society. To achieve these purposes, the University seeks to impart the following abilities and knowledge to its students through their general education and their academic majors and minors by developing these specific capabilities:

#### Analytic, Problem-solving, and Decision-making Skills

Such skills include information literacy, quantitative literacy, the ability to understand and interpret written and oral texts, and to recognize, develop, evaluate, and defend or attack hypotheses and arguments. These skills are to be developed throughout all undergraduate programs in all courses.

#### Oral and Written Communication Skills

Skills in expository, argumentative, and creative writing, and in effective speaking and listening are to be developed through extensive and regular writing assignments, oral presentations, and participation in discussions.

#### Foundation in Liberal Arts and Sciences

All students will acquire a solid base of knowledge in liberal arts and sciences and of the contributions of these fields to civilization and to the quality of life. All undergraduate degree programs at SIUE, including professional programs, are rooted in the liberal arts and sciences through the integration of each major program with the general education program.

#### Value of Diversity

All students will gain an understanding of the traditions that influence American culture and of the traditions of other cultures in order to develop a respect for and sensitivity to human diversity. Students will gain a deeper understanding of global interdependence.

### Scientific Literacy

All students will have experience in the methods of scientific inquiry in laboratory and field investigation and gain knowledge of scientific and technological developments and their influence on society.

### Ethics

All students will understand the nature of value judgments, will have an ability to make reasoned and informed value judgments, and will appreciate the diversity among cultures with respect to mores and traditional standards of conduct.

### Preparation in an Academic or Professional Discipline

Students completing the baccalaureate degree will have attained a level of achievement within an academic or professional discipline which will enable them either to begin a career in the discipline or to pursue graduate work in that or an appropriately related discipline.

## **The General Education Program**

SIUE's general education program provides a framework for all baccalaureate courses at the University. The skills, knowledge and abilities gained through this curriculum are reinforced throughout our students' baccalaureate educations, and pave the way for further development in their major courses of study. The specific objectives of the general education program are:

- To develop skills in logic, computation, and written and oral communication, which are established through the five Foundations courses
- To introduce students to the principles, substance, and methodology of disciplines in addition to their majors. These course are distributed across the six Breadth requirements of the general education curriculum:
  - 1) Fine and Performing Arts (FPA)
  - 2) Human Experience, Literature and Philosophy (HELP)
  - 3) Language and Communication (LC)
  - 4) Life and Earth Sciences (LES)
  - 5) Physical Sciences (PS)
  - 6) Social Sciences (SS)
- To broaden students' viewpoints and understanding of the United States and the world by examining the myriad of contributions diverse populations have made to society through the Cultures component
- To foster awareness of the interrelationships among fields of human knowledge by requiring interdisciplinary study

Students must pass all general education components to obtain a baccalaureate degree at Southern Illinois University Edwardsville.

### New Freshman Seminar

For students entering SIUE directly from high school, one of the early building blocks in their educations at SIUE is the New Freshman Seminar. These courses are taught by experienced faculty and grounded in academic content. They introduce students to expectations and procedures of the college

learning environment as well as the unique culture of SIUE. Small class size and out-of-classroom experiences help students build community, both with fellow classmates and with faculty and staff at the University. Resources and offices at SIUE that specifically facilitate student learning are emphasized, and group assignments and communication skills are incorporated into coursework. Field trips and service learning may also be included in individual courses. All new students are required to take the New Freshman Seminar during their first semester at SIUE, including those transferring in with fewer than 30 credit hours.

### Foundations

The Foundations requirements of SIUE's general education program lay the groundwork for all future coursework at the University. These classes are designed to provide students with transferable skills and competencies that can be applied through the rest of their college studies and beyond. Communication, logic, reasoning and computational abilities are incorporated into the five required Foundations courses.

Communication is a vital tool in today's society. Therefore, three of the Foundations courses are devoted to this area. The two required courses in Written Fluency (English Composition I and II, ENG 101 and 102) are designed to help students think, organize and clearly express themselves in written form, as well as to present research and arguments. English Composition II courses are theme-based. Students can select topics that pique their curiosities or are tailored to their majors. The required course in Oral Communication is Public Speaking, SPC 105. This course trains students to make oral argumentations and requires them to prepare and deliver a number of formal speeches.

The remaining Foundations courses focus on critical thinking, analysis, decision-making and problem-solving. The practical application of mathematics and computation skills is explored in Quantitative Literacy (QL 101). Reasoning and Argumentation (RA 101) is devoted to developing fundamental reasoning skills in diverse content areas.

Students must take and pass the Written Fluency, Quantitative Literacy, and Reasoning and Argumentation Foundations courses within their first 30 credit hours and the Oral Communication course within their first 60 credit hours.

### Breadth Areas

Baccalaureate students are expected to gain a well-rounded education that includes an understanding of multiple perspectives, an appreciation of different ways of knowing, and illustrates connections between disciplines and areas of study. This is achieved at SIUE through the Breadth requirement for general education. Students must take at least one course in each of these six Breadth Areas to ensure exposure and exploration in these fields:

- Fine and Performing Arts (FPA): Includes courses in Art and Design, Music, and Theater and Dance
- Human Experience, Literature and Philosophy (HELP): Includes select courses in Historical Studies, literature courses in English Language and Literature, and Foreign Languages and Literature, and courses in Philosophy
- Language and Communication (LC): Includes linguistics courses in English Language and Literature and Foreign Languages and Literature, and courses in Mass Communications and Speech Communication
- \*Life and Earth Sciences (LES): Includes select Anthropology courses (biological,) select Geography courses (physical,) and courses in Biological Sciences and Environmental Sciences and Health Education

- \*Physical Sciences (PS): Includes courses in Chemistry, Mathematics and Statistics, and Physics
- \*Social Sciences (SS): Includes select Anthropology courses (cultural,) select Historical Studies courses, select Geography courses (human,) Political Science, Psychology, Sociology, Economics, and select Criminal Justice Studies courses

\*Note: A course with a laboratory must be taken in the Life and Earth Sciences, Physical Sciences or Social Sciences areas

Breadth requirements may be fulfilled at any time during the student's career at SIUE, and students may take any level of approved coursework. Hence, students are not limited to just 100-level courses to fulfill their Breadth requirements but may instead choose a higher level course as long as prerequisites are met. Departments instructing in subjects of multiple Breadth Areas, such as Geography and Anthropology, determine which individual courses satisfy requirements in each area. Students must also take a laboratory-linked course in the Life and Earth Sciences, Physical Sciences, or Social Sciences Breadth Area.

Additionally, students can satisfy the Breadth requirements through courses in their major and minor areas of study, or through the New Freshman Seminar or Cultures courses. For example, a student majoring in chemistry would automatically meet the Physical Sciences requirement through Chemistry coursework, while another student majoring in music would likewise fulfill the Fine and Performing Arts requirement.

### Cultures

In our ever shrinking world, it is important for modern learners to be aware of and learn about the contributions that diverse peoples, communities and nationalities have made and continue to make to society. The Cultures component of the general education curriculum familiarizes students with not only American history and traditions, but also with those of other countries. Students are required to take a United States Cultures course and a course focusing on International Cultures. These courses may be in any subject area that meets these criteria and can also satisfy one of the six Breadth requirements for general education.

The State of Illinois requires that public institutions of higher education include, "in the general education requirements for obtaining a degree, course work on improving relations to include race, ethnicity, gender and other issues related to improving human relations to address racism and sexual harassment on their campuses." (Section 9.21 of the Board of Higher Education Act.)

Students may choose a designated United States Cultures course and an International Cultures course from approved lists of these courses. International Cultures courses may be taken from any discipline, as long as the course content deals with nations other than America. The United States Cultures course fulfills the Illinois state-mandated Intergroup Relations requirement, while the International Cultures course satisfies an SIUE requirement on International Issues/Culture.

### Interdisciplinary Courses

Interdisciplinary courses provide students opportunities to observe and participate in the interaction of two or more disciplines. In addition to showing connections between different disciplines and demonstrating multiple modes of inquiry, these courses serve to reinforce and further enhance skills and abilities first introduced in the general education Foundations courses. At least one 300-level or above interdisciplinary course must be taken by all students seeking baccalaureate degrees at SIUE in either their junior or senior year. Credit for this requirement can only be met at SIUE and cannot be transferred in from another institution of higher learning.

### Proficiency Examinations for General Education Credit

Proficiency examinations are available for all Foundations courses in the general education curriculum. Students who pass proficiency examinations with a “B” grade or higher for both Written Fluency courses are instead required to take a single 3-credit hour honors English Composition course. Students who pass proficiency examinations with a proficiency level equivalent to a “B” grade or higher in the other Foundations courses will be required to take advanced coursework in those skills areas, which are as follows:

- For Quantitative Literacy: Any other University-level Mathematics or Statistics course
- For Reasoning and Argumentation: Designated courses, including certain Philosophy courses
- For Oral Communication: Advanced Public Speaking (SPC 200)

Credit hours earned from successful completion of a proficiency examination in a Foundations course will contribute toward general education hours earned toward the baccalaureate degree.

Proficiency examinations may also be available for Breadth Areas or Cultures courses in the general education curriculum. Some of these tests are administered by the Instructional Services Testing Office or by individual departments. Students interested in taking a proficiency examination should contact Instructional Services in Peck Hall, Room 1404 (650-2295) or the department involved. A list of proficiency exams offered to students may be found at [www.siu.edu/IS/TEST/Proficiency](http://www.siu.edu/IS/TEST/Proficiency). Students who pass an SIUE departmentally administered proficiency exam, or receive a departmentally recognized AP score, may receive credit for the Breadth course or Cultures course as well as credit that counts toward the 124 hours required for graduation. Proficiency examinations are not available for New Freshman Seminar or Interdisciplinary Studies courses.

Students are allowed to meet a total of five general education requirements through course equivalency credit via proficiency examinations. This equivalency credit is allowed in the Foundations, Breadth and Cultures areas, or any combination of these.

## VII. Design Narrative: Justification & Description of Design

### A. Governing Philosophy & Intention

What exactly is the purpose of college? For various individuals, the institution can have several functions. The report “Greater Expectations: A New Vision for Learning as a Nation Goes to College” (2002) identifies several of these:

“Many students and parents see college primarily as the springboard to employment; they want job-related courses. Policy makers view college as a spur to regional economic growth, and they urge highly targeted workforce development. Business leaders seek graduates who can think analytically, communicate effectively, and solve problems in collaboration with diverse colleagues, clients or customers. Faculty members want students to develop sophisticated intellectual skills and also to learn about science, society, the arts, and human culture. For the higher education community as a whole, college is a time when faculty and students can explore important issues in ways that respect a variety of viewpoints and deepen understanding” (p. ix).

In addition to these considerations, studies show that at least half of these students will change majors at least once, and hold an average of 10 jobs during their lifetime (Adelman, 2006; U.S. Department of Labor, Bureau of Labor Statistics, 2004).

Given these challenges, we have identified a set of primary principles to guide the design of a revised general education curriculum at Southern Illinois University Edwardsville (SIUE). This curriculum must be both effective and flexible enough to serve traditional college students, transfer students, and nontraditional students who vary in terms of educational background, experiences, and life responsibilities. It must also be relevant and feasible for students in liberal arts and sciences, and professional programs. Additionally, it should provide a solid foundation in fundamental competencies and skills, as well as expose students to a variety of subjects and ways of knowing. This will prepare them for successful careers and help them develop into well-rounded citizens who can make valuable contributions to local and global societies.

Our intent is to build upon existing SIUE resources and programs to develop a curriculum that addresses these challenges, as well as those discussed in the 1994 report of the *Review of the General Education Program* and the 2003 *Summary of the Report of the Objectives Steering Committee*. We recommend modifying the University's current distribution model, utilizing the strengths of individual faculty, programs, and other units at SIUE. The distribution model allows for flexibility in selection of specific courses to satisfy curriculum requirements, resulting in adaptability for various professional programs, majors and minors. Our design's proposed general education requirements are based almost entirely on existing courses, and will allow most faculty to continue teaching in their areas of expertise. Additionally, our proposed requirements will simplify and restructure the curriculum into a cohesive program that will provide students with experiences in more disciplines, but not penalize them for changing majors. The design will improve integration within the general education curriculum, and between general education and degree programs by promoting timely completion of skills courses so students can utilize skills competencies in later coursework, and by allowing for overlap in satisfying various degree requirements. We also emphasize that our design does not preclude innovation in course structure or pedagogical techniques. We envision that co-taught and linked courses (e.g., the CIV model), and service-learning oriented courses will continue to constitute an important, and perhaps

increasing, component of general education at SIUE; however, our design does not mandate adoption of such courses.

## **B. Design Overview**

Our design structure focuses on a set of fundamental skills courses, or Foundations, and a selection of distribution requirements in distinct Breadth Areas intended to enhance student exposure to different subjects and ways of knowing (see section III: Design Components Grid, and Appendix H for an outline summary of proposal components). The Foundations are Written Fluency, Reasoning and Argumentation, Quantitative Literacy, and Oral Communication. Competency in these areas provides the framework for achieving success in any profession, as well as for developing into productive, educated citizens. Students must complete two courses in Written Fluency, one in Reasoning and Argumentation, and one in Quantitative Literacy within their first 30 credit hours at SIUE; and a single course in Oral Communication must be taken within the first 60 hours at the University. The Foundations courses are based on relatively standardized versions of existing courses, or courses in development (i.e., Quantitative Literacy). However, proficiency exams will be offered for these Foundations courses, allowing students with sufficient abilities to waive the standardized Foundations, and further develop skills through a selection of advanced courses. For example, if a student passes a proficiency exam for both Written Fluency courses, he/she will instead be required to take an honors course in English writing (ENG 201).

The Breadth Areas are built on traditional divisions among natural sciences, social sciences, fine arts, and humanities. However, the traditional categories have been reorganized to encourage student exploration in more diverse subject areas and provide a better balance between the sciences, arts, and humanities. The Breadth Areas are:

- Fine and Performing Arts
- Human Experience, Philosophy, and Literature
- Language and Communication
- Life and Earth Sciences
- Physical Sciences
- Social Sciences

Under the *SIUE Education* proposal, students will be required to take at least one course in each of these areas. At least one course in the Life and Earth Sciences, Physical Sciences, or Social Sciences must have a laboratory component. Students may take the Breadth requirements at any time during their undergraduate career, and courses that fulfill other general education, and major or minor degree requirements can also fulfill the requirements for Breadth Areas. For example, a student obtaining a Bachelor of Arts degree will automatically fulfill the Language and Communication component through the B.A.'s foreign language requirement, while a student minoring in Religious Studies will satisfy the Human Experience, Philosophy and Literature component through virtue of the required coursework in Philosophy.

An additional distribution requirement in our plan is the Cultures component. This will require students to take two different courses: one on American intercultural issues and another on international issues. This requirement will allow students to address human diversity within the U.S. as well as beyond our country's borders. The U.S. Cultures component will also be the vehicle for satisfying the Intergroup Relations requirement for the State of Illinois. The International Cultures requirement will allow

students to see the interconnectedness and diversity of different nations, and will also take the role of the University's current International Issues/Cultures component. Courses that satisfy the U.S. Cultures and International Cultures requirements will meet a set of learning outcomes, and/or incorporate certain types of content dealing with U.S. cultural diversity and international cultural diversity, respectively.

The Interdisciplinary Course requirement will be maintained, but will include some additional goals and plans for assessment that should allow fundamental skills (from Foundations courses) to be integrated with content. Specifically, we recommend requiring an analytical reading and writing component in all IS courses. This would provide a link between the development of reasoning and communication skills begun in the Foundations courses and advanced coursework. In conjunction with this recommendation, we suggest that IS class sizes be limited to 25 students per instructor, to give instructors the opportunity to work more intensively with students on activities or assignments in these skills. Our design would also allow IS courses to be taught by faculty in units from any two distinct Breadth Areas. Moreover, because of the distinctiveness of the professional schools, faculty from each of the professional schools would be allowed to co-teach a course with any Breadth Area (or another professional school).

The New Freshman Seminar (NFS) has been incorporated into our design, with a set of specific guidelines (Appendix H) so that NFS courses do indeed function as a transition into University culture and to University-level work, and so they can truly serve as a unifying experience for all new freshmen. We recommend that all New Freshman Seminars be equivalent in credit hours (3 hours per course), and that all include a content-based academic focus. We also require that instructors incorporate a writing component, an information literacy component, and a collaborative group activity or assignment. These requirements may be met by instructors in many different ways. However, by providing a few specific guidelines we ensure that all courses have components in common that distinguish them as New Freshman Seminars. These components were selected because of their utility to students transitioning to college-level work. Similarly, our design also requires all New Freshman Seminars to integrate out-of-classroom resources (of the university and/or local and regional communities) into the course in some manner. There are many different ways this might be accomplished, but the guidelines will unify the New Freshman Seminar experience, and serve as a basis for assessing quality control for this requirement. Our proposal would still allow linked courses to be offered as NFS. For courses constructed on a CIV model, it may be that the NFS designation is formally applied to the content component of the linked courses, with a Foundations requirement being satisfied by the partner skills course. Skills courses (Foundations) would not be offered as NFS courses. This is intended to protect the critical function the skills courses serve in addressing a specific set of learning outcomes directed at a particular ability or process, by not imposing an additional set of guidelines that must also be met for NFS. With regards to UNIV 112, we recommend modifying these courses as needed so there is a focus on particular academic content, and the courses are three credit hours. Staff and faculty that currently participate in UNIV 112 are encouraged to continue to do so.

We have developed a design with recommendations for modifying structural components of the general education curriculum. The substance of these structural modifications, such as the specific criteria and guidelines that should be used for approval of courses to serve different requirements, or the specific types of activities that would satisfy NFS course guidelines, are not prescribed in the design. The faculty and staff in affected and vested units need to direct and contribute to these determinations.

We do recommend revision of the system of assessment and quality control to ensure the general education curriculum is serving the students as intended. It is suggested that the Associate Dean for Student Development and General Education, and the administrative support staff for this position,

continue to administer the General Education curriculum. However, to improve “quality control” and assessment, we suggest strengthening the important role currently served by the General Education Committee (a committee of the Curriculum Council of the Faculty Senate) by implementing a review system for the General Education curriculum that would parallel the existing system of program reviews focused at the departmental or school level. The system would not only be related to approving courses to satisfy specific general education requirements (as is currently done), but would focus on monitoring continued fulfillment of requirement objectives by these courses. This system would also be structured to allow for adjustment of learning outcomes and guidelines for content. Additional linkage between the General Education Committee and the Office of Assessment might also facilitate this process. Because of the additional workload that would result from such a cycle of General Education review, compensation to the Chair and members of the General Education Committee, in the form of course releases for example, would be warranted.

### **C. Addressing Concerns of Faculty & Preparing Students for the 21st Century**

In the *Draft Plan to Reconsider and Redesign the General Education Program* (2004) it is stated, “There is general agreement among the faculty that there is need for streamlining and simplifying the structure [of general education], and this agreed upon need is the first motivation for reform.” Our design addresses this critical need for an efficient and simplified curriculum in several ways. First, the total number of required courses is reduced from existing SIUE requirements. The current General Education curriculum requires students to complete 17 courses (including NFS), while our design requires 15 courses (including NFS). Second, we have also allowed overlap between required courses and specific program curricula for majors and minors. In this way we offer a more flexible curriculum that allows students to count portions of their major or minor studies *as part of* their general education experience, thus further streamlining these requirements. For students, this also means there are no penalties in the form of additional courses to fulfill general education requirements if students change majors. Third, the distribution categories (Breadth Areas) have been reorganized so that students will take a single required course in each category and are not restricted to specific level requirements, such as lower division courses only. As a whole, these design features will simplify the monitoring of program progress and general education audits. Additional overlap between subject Breadth Areas and the Cultures courses, as well as between Breadth Areas and New Freshman Seminar, allows further possible reduction in total credit hours devoted solely to general education requirements. Based on sample programs of study developed for degrees offered at SIUE (see Appendix D), an average student would likely complete 36 to 40 credit hours of coursework dedicated to fulfilling general education requirements. Another major benefit that this reorganized curriculum will provide to students is a simplification of transferring credits. The proposed curriculum maps easily onto Illinois Articulation Initiative’s General Education Core Curriculum requirements and should allow students to more clearly comprehend how coursework will transfer between SIUE and other Illinois universities.

Also stated in the *Draft Plan* is the need to revise our general education curriculum given faculty concerns as described in the *Objectives Steering Committee Report*:

First in the area of information. What do students need to know? What are the basic areas of knowledge, values, and skills that students need to succeed in the 21st century world? Second is in the area of integration. How do we link one area of knowledge with another? How do we link students to each other, to faculty, and to the community and the world? How do we integrate students' learning experiences from admission through graduation? The third concern is in the area of application. Can students use what they

know, in cooperation with others, to improve the world as we know it? And the fourth concern is in the area of communication. Can students read, write, think, speak, listen, and compute?

What students need in terms of knowledge, skills, and values to be successful in this century are identified in various ways in SIUE's *Values and Statement of Objectives for the Baccalaureate Degree*, and are highlighted by critique of the current curriculum as expressed in the 1994 report. Our Foundations courses will provide fundamental analytical skills in thinking and communication, which will prepare students for success in any profession, and lifelong learning. Moreover, the increasing pace of globalization requires the ability to understand and appreciate diverse groups of people and cultures. The Cultures requirement of our proposal will ensure student exposure to human diversity, in both the U.S. and internationally. Our addition of specific criteria for NFS courses, such as a mandated information literacy component, also deals with the needs of our students; with increasing access to information from around the world, from various sources, and through various types of media, information literacy is crucial in today's society.

Our proposal provides a framework that encourages integration across knowledge areas and longitudinally throughout a student's academic career. At the same time, the flexibility of our proposed curriculum allows students to develop their own linkages in more personalized programs. For example, our plan requires students to complete Foundations courses in the first 30 to 60 credit hours at SIUE. This will allow students to learn these fundamental skills early in their University career, so the skills can be more thoroughly developed and applied in later coursework in the major or professional programs, thus better integrating general education skills with specific disciplines. Our recommendations for New Freshman Seminar (NFS) would emphasize integration in several ways. By requiring an information literacy component, we ensure that students are not just exposed to content, but to skills on how to access or evaluate content. A mandated collaborative group activities component in all NFS courses allows students to begin to develop the skills necessary for integration with their peers at the beginning of their university careers. Theme-based English 102 and Reasoning and Argumentation courses allow students to experience links between skills (writing, reading, analysis), and content in various subjects. The Interdisciplinary Course (IS) requirement further promotes integration, by giving students the opportunity to link different subjects topically. By including an analytical reading and writing component in IS, we also link the fundamental skills courses (Foundations) to advanced coursework focusing on specific content. We encourage further connection of students to diverse human communities through the Cultures requirement. Coursework on U.S. and international cultures exposes students to different beliefs, values, ideas, and behaviors while familiarizing them with different communities. Demonstrating human commonalities, and making the strange more familiar is a crucial step in integrating diverse human groups.

At SIUE, ensuring that students can apply learned knowledge and skills is served in large part by Senior Assignment, which is a University requirement "owned" by faculty in individual programs and departments. The Senior Assignment serves as the culmination of a student's baccalaureate education by involving practical, real-world, novel applications directed toward major areas of study. Moreover, the Senior Assignment ideally integrates all of the educational components of the student's University career, including the general education curriculum. In addition, our recommendations that Interdisciplinary courses include an analytical reading and writing component encourages students to apply skills acquired in the Foundations courses in advanced upper-level coursework. In this way, the IS course can also serve as a transition to the Senior Assignment.

Our proposed curriculum addresses concerns regarding students' abilities to read, write, think, speak, listen, and compute principally through our required set of relatively standardized Foundations courses. Reasoning and Argumentation focuses on reasoning related to argumentation, and involves analysis of text (think, read); Quantitative Literacy focuses on practical applications of computational skills (think, compute); Written Fluency focuses on communicating through the written word (write, read); and Oral Communication focuses on verbal interaction (speak, listen). In addition, by allowing students to test out of these standardized courses with proficiency exams, and replace them with more advanced courses in these skills, we ensure that students at multiple levels of competency will be able to improve their abilities.

#### D. Addressing SIUE's Goals & Mission

The purpose of baccalaureate education at Southern Illinois University Edwardsville is to provide students with a solid foundation for intellectual development and an ability and desire to make contributions to society. As a public institution, SIUE strives to develop students who are well-informed, effective citizens; who provide leadership in civic and community affairs; who appreciate the arts; who have increased capacity for self-reflection, health and well-being, and self-assessment; and who will pursue life-long learning.

*(Statement of Objectives for the Baccalaureate Degree, cited Aug. 21, 2006)*

More specifically, as stated in the Undergraduate Catalog 2006-2007, the baccalaureate degree should confer to students:

- 1) analytic, problem solving, and decision making skills
- 2) oral and written communication skills
- 3) a foundation in the liberal arts and sciences
- 4) an understanding of the value of diversity
- 5) scientific literacy
- 6) an understanding of ethics
- 7) preparation in an academic or professional discipline

Our proposed curriculum is structured to enhance the ability of faculty and staff to meet SIUE's *Statement of Objectives for the Baccalaureate Degree* (see Appendix I), through revision of curricular structure, guidelines for course content in certain cases, and through mechanisms of assessment and quality control.

Our proposed curriculum promotes the development of **analytic, problem solving, and decision making skills** with the Foundations of Reasoning and Argumentation, and Quantitative Literacy. These courses are intended to provide students with competency in fundamental skills of logic to evaluate arguments, and practical computational abilities to apply in real-world situations. The Foundations courses in Written Fluency and Oral Communication similarly emphasize **oral and written communication skills**. We have maintained foreign language as a requirement for a Bachelor of Arts degree because we recognize the importance of **oral and written communication** in world languages as well. The ability to communicate in multiple world languages is also useful in terms of **preparation for an academic or professional discipline**, as foreign language skills are desired in many career areas.

The objective that students acquire **scientific literacy** is well supported by our Foundations courses. Reasoning and Argumentation, and Quantitative Literacy focus on skills that are central to natural and social sciences, in connection with the development of theoretical models, data collection and analysis, and critical evaluation of others' work. Logic and basic quantitative skills are fundamental components of scientific literacy. In addition, our Breadth Areas requirements necessitate that students complete at least one course in a Social Sciences discipline, one course in a Life and Earth Sciences discipline, and one course in a Physical Sciences discipline, to ensure that students are exposed to the distinct scientific knowledge and perspectives in each of these areas. Lastly, we have strengthened the Bachelor of Science degree to ensure that a focus in science fields is actually an integral component of the degree program. This is achieved by requiring eight courses in science fields (including at least two lab courses) be completed by students in the course of their major, minor, or general education program towards a B.S. degree.

Our proposed curriculum gives students a strong **foundation in the liberal arts and sciences** through maintenance of a selection of distribution requirements in a unique set of Breadth Areas categories. While derived from traditional distinctions among the natural sciences, social sciences, and arts and humanities, our revised categories better emphasize unique subjects and ways of knowing among liberal arts and sciences fields. For example, it would not be possible for students to graduate from SIUE without some exposure to a discipline in fine or performing arts, while this can occur under our existing general education program (students may take multiple humanities courses to fulfill Fine Arts and Humanities requirements). In this way, students will continue to be exposed to particular knowledge, and approaches to knowledge acquisition and analysis, that go beyond the scope of their major or professional areas of study. Another element of our Breadth Areas requirements, Cultures, encourages students to develop an **appreciation of cultures** within the U.S., as well as internationally. Maintaining, and strengthening, the role of Foreign Languages in the Bachelor of Arts degree in our proposal also serves this goal. By requiring that all students earning a B.A. degree complete at least a two semester sequence in a foreign language—at whatever level of proficiency (100, 200, 300, etc.)—we promote additional exposure to international languages and cultures.

Through the Cultures courses, our design promotes the development of a **sense of ethics**, as such courses deal with issues of the commonality of humanity and interactions with other humans. Our design would also require individual programs to include an ethics component as part of the major. This might be satisfied by a course specifically focused on ethics, taught within the major discipline or by another department, such as Philosophy. Alternately, programs might include ethics components throughout their curricula in introductory courses, method and theory courses, or as part of Senior Assignment. The objectives that students acquire an **appreciation of cultures** and a **sense of ethics** may be the most difficult to evaluate, or be affected through curricular reorganization, because they represent the internalization of values from processes that extend beyond simply the structure and content of a set of coursework. However, our curriculum provides a supportive framework for exposure to these values.

As noted previously, **preparation in an academic or professional discipline** is a primary goal of many students attending college, and it is a primary goal of SIUE to provide this. Our proposed curriculum addresses this goal in part by returning some control of students' programs of study to their major departments. For example, we allow overlap among Breadth Areas requirements and major coursework. This allows students to incorporate courses in their major discipline into general education. By streamlining the general education requirements overall, we also give students more options in designing individual programs that may best serve their future career goals. Moreover, we encourage professional schools to develop and designate course offerings that satisfy general education

requirements. For example, some courses in Engineering might serve as the Physical Science Breadth requirement. Also, faculty from professional schools may co-teach IS courses with faculty from other units. In these ways, the professional programs can be better integrated into the general education curriculum, and this emphasizes that professional knowledge and skills are not separate from general education.

Other goals that guide our general education curriculum include the development of students practicing **healthful living**. Our design promotes healthful living by requiring a zero credit health graduation requirement. This could be fulfilled by a relevant course dealing with health issues or physical activity, by participation in Wellness Center workshops, by participation on a university sports team or in an intramural sport, or other approved activities. Courses that would satisfy such a health requirement would include offerings by Kinesiology and Health Education, such as HED 201 Healthful Living, specifically designed to address personal health issues. We recommend allowing this course to satisfy a Life and Earth Sciences Breadth Area requirement, and suggest a significant number of modified sections of this course be offered as New Freshman Seminar courses. In this way, we can encourage student interest in such a course, and increase student exposure to key health issues.

An **appreciation of the arts** is promoted in several ways with our proposal. We have made the Fine and Performing Arts a distinct Breadth Area, such that students must take a course in arts disciplines, unlike our current curriculum. In addition, one of our options for fulfilling content guidelines of NFS includes attending or participating in on-campus events, such as Arts and Issues programs. Another option for fulfilling NFS requirements includes incorporation of local or regional resources, which could include the St. Louis Art Museum, or the MUNY.

## **E. Summary**

The Students' Integrated and Universal Essential Education has been designed with the needs of SIUE's diverse student population in mind, driven by the values and objectives of the University. Our proposal provides a flexible, useful, and efficient general education curriculum that is adaptable to the varied academic and professional programs offered at SIUE. It promotes the development of fundamental skills and a foundation in liberal arts and sciences, which are necessary for all students to be well-informed, effective citizens, successful in their personal and professional lives. The design allows for innovations in course structure and pedagogy, but maintains individual programs and faculty abilities to design and instruct courses as they best see fit. The proposed curriculum would build on existing SIUE strengths and resources, facilitating its implementation, and encourages use of the University's and the region's social and cultural resources. In these ways, our proposed general education curriculum would contribute to furthering SIUE's position as a premier metropolitan university.

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## **Appendix A: Anticipated Budgetary Effects**

Our design would necessitate increased funding directed towards several components of the general education curriculum. In particular, funding for faculty and resources to support the Foundations courses would be required, as would additional investment in Interdisciplinary Studies. The total course requirements for general education are equivalent to current requirements in terms of total credit hours, or are reduced for a number of programs in which possible requirement overlap is exploited. As a result, we anticipate a reduction in resource needs related to general education in other components of the current curriculum. Because of the structure of our design, savings are not expected to derive from reductions or changes affecting one unit or curriculum component in particular, but are likely to result from small shifts in faculty effort and responsibilities across many university units. This would be beneficial in that no one unit would bear the brunt of shifting resource needs; however, it also makes it difficult to estimate sources of potential savings that would allow resources to be applied to supporting a new design.

It is easier to estimate potential costs of our design. Considering most of the costs that can be foreseen, it is estimated that full implementation would require between \$660,000 and \$910,000. These costs are primarily associated with the need for additional faculty to teach SPC 105, QL 101, and more sections of IS courses. Short term, partial implementation which might occur with a multi-year “phasing-in” of design components could initially cost as little as \$100,000. Details on how specific units and general education components would be affected and the budgetary implications of these effects are provided in Appendix B.

## **Appendix B: Affected Units**

It is impossible to foresee all the ways that a revised general curriculum will affect university units, programs, faculty, staff, and students. However, based on the recommendations of this proposal, a number of units and programs are expected to be greatly affected, while others may not be notably affected. The process for “phasing in” these requirements may mitigate potential effects in a number of ways, and could allow for faculty, equipment, and funding needs to be met over a period of time.

Following is information on university units and programs that we anticipate will be directly and substantially affected (in no particular order):

### **A. Department of Speech Communication**

Our recommendation for a universal Oral Communication Foundations course to be satisfied solely by SPC 105 (Public Speaking) is a shift from SIUE's current general education curriculum in two ways. Currently not all students are required to take a Speech Communication course for general education (only students selecting Option A of the Skill Courses must take such a course). In addition, the existing oral communication course can be satisfied by SPC 103, SPC 104, or SPC 105. Our recommendation will necessitate a significant increase in the number of SPC 105 sections offered by Speech Communication, and likely a reduction in the number of sections of other Speech Communication skills courses. However, we also recommend that substantial SPC 103 sections be offered for NFS courses, and certain programs may still continue to require SPC 103 or SPC 104 as degree requirements. The demand for these other courses should still be met. The net result would be a need for additional faculty and equipment, as outlined in Appendix A.1.

Implementation might begin by requiring all students to complete a Speech Communication course, but the course could be selected from any of the three that satisfies the current oral communication requirement for Option A: SPC 103, SPC 104, and SPC 105. This would necessitate more sections of these three courses combined to allow all students to enroll in at least one of these courses. Subsequently, the condition that SPC 105 serves as the sole course for the Oral Communication Foundations requirement may be implemented. This would allow the additional faculty and equipment needs for sufficient SPC 105 offerings to be addressed over a period of time.

### **B. Department of Mathematics and Statistics**

Our recommendation for a universal mathematics requirement is also a departure from the current SIUE general education curriculum, in which students may take a statistics course to satisfy a skills requirement (under Skills Courses Option A or Option B). The Department of Mathematics and Statistics has developed a course, Quantitative Literacy (identified as QL 101 in our design), which focuses on practical computational skills, and would be taken by all students. This entirely new requirement will necessitate an investment in additional Mathematics and Statistics faculty. However, if faculty and staff in Instructional Services are available to teach sections of this course, this would possibly limit increased faculty needs. The faculty resource and budgetary implications of this requirement are outlined in Appendix A.2.

Implementation might begin by requiring all students to complete a math or statistics course of some type, but the course could be selected from 100 or advanced-level math and statistics courses that are currently offered. This would necessitate providing more sections of math and statistics courses, including the new QL 101. However, as a number of programs currently incorporate particular math or statistics courses (e.g., MATH 112, MATH 120, MATH 150; STAT 107) in their curricula, the number of QL 101 sections would not have to be initially sufficient to accommodate 1800 new freshmen. Subsequently, the condition that QL 101 serves as the sole course for the Quantitative Literacy Foundation requirement may be implemented. This would allow faculty hires and other resource needs for sufficient QL 101 offerings to be addressed over a period of time.

### **C. Department of Philosophy**

Our recommendation for adjustments to the current critical thinking requirement (designated in our plan as Reasoning and Argumentation 101) will potentially result in a need for a shift in resources allocated to the Department of Philosophy (an increase or decrease), depending on the role it assumes in satisfying this requirement. Philosophy is in the process of internal assessment and revision of the “critical thinking” skills course. A general framework for RA 101 and a set of common learning outcomes for the course are provided in Appendix C.

At this point in time, we recommend that Philosophy be primarily responsible for offerings of the Reasoning and Argumentation Foundations course, with other programs in CAS and the professional schools encouraged to offer courses that meet general guidelines and learning outcomes established for this requirement. It may also be useful to consider hiring full-time, continuing appointment faculty in Philosophy to teach some of the Reasoning and Argumentation sections, rather than attempting to find sufficient call-staff. This would result in a need for additional funding for faculty positions, but could substantially strengthen the quality of course instruction, and efficiency in scheduling and administration. Ideally Philosophy tenure-track and tenured faculty could be freed of the demand to teach as many sections of these skills courses as they do currently, with additional full-time faculty and RA 101 offerings by other units. We also recommend that a position in Philosophy be created to oversee the assessment of RA 101 courses offered by all units across the university.

Because the specifics of this course are still being developed, and faculty in Philosophy are still discussing their role in this course internally, no specific resource or budgetary implications have been determined at this time.

### **D. Interdisciplinary Studies**

Our design involves reducing class enrollments of Interdisciplinary Studies (IS) courses to a maximum of 25 per instructor; as these courses are typically co-taught by two faculty members, this would reduce each course from its current standard enrollment of 70 students to 50 students. (As is currently the case, IS courses taught by a single faculty member, or three faculty members are also possible.) As a result, additional sections of IS courses would be needed each year to meet demand. Resource and budgetary implications of this recommendation are outlined in Appendix A.3.

It may be possible to reduce the student to instructor ratio in IS courses over a period of time. This would allow additional faculty to become involved with IS as other effects on faculty demands

resulting from modifications in the general education curriculum are perceived. As faculty are freed from instructing other general education courses, there might be increased interest and ability to instruct IS courses.

### **E. Computer Science & Computer Management and Information Systems**

Currently, courses offered by the Department of Computer Science and the Department of Computer Management and Information Systems (in particular CS 108 and CMIS 108) satisfy a Skills Courses requirement in Option A or Option B of our existing general education curriculum. Because of the perceived high degree of exposure of many students to computers and related technology prior to enrollment at SIUE, we are not requiring a computer or technology skills course as part of our design. Rather, we suggest that students in need improve computer skills through Academic Development type courses.

CS 108 and CMIS 108 may still be required by particular programs as part of their curricula. However, as a result of removing these courses from a set of skills options in general education, they are likely to experience less demand. Lower student enrollments in these courses may require shifts in faculty responsibilities in both departments. The need for additional NFS and IS courses will provide opportunities for faculty to continue to participate in general education. Moreover, development of RA 101 courses by departments aside from Philosophy would also be welcome. Regardless of which form these shifts take, however, they will likely impact both departments in notable ways.

Following is information on programs or units that may be affected by our design to a lesser extent, or in ways that are not easily predicted (in no particular order):

### **F. New Freshman Seminar**

In order to make New Freshman Seminar (NFS) a really distinctive component of general education, we would require all NFS courses to incorporate a set of features. Some faculty that currently offer, or might consider offering, NFS courses could find such guidelines restrictive, thus deterring participation in this initiative. To investigate this issue, an email was sent to faculty currently instructing NFS (based on information posted on the College of Arts and Sciences website), soliciting feedback on our NFS guidelines. (Responses from current NFS instructors can be provided upon request. Eleven people have responded as of December 2006.) The most notable item of concern appears to be our design condition that skills courses (Foundations) cannot serve as NFS courses (additional explanation is provided in section VII.B. Design Overview). In addition, there is a general perception that finding sufficient faculty to participate in NFS courses is problematic. As eight current NFS sections are currently variations on ENG 101 (taught as a CIV linked course), there would need to be at least that many sections of non-skills courses offered as replacements. Our design would also require UNIV 112 courses to increase to three credit hours, thus this might also impact course loads of faculty and staff instructing these courses. (The UNIV 112 instructors that responded to our email query were in favor of the credit hour increase for UNIV 112.) We strongly recommend that substantial sections of SPC 103 be offered as NFS courses. This would make more efficient use of additional hires in Speech Communication (needed because of the Oral Communication Foundation requirement of SPC 105); existing faculty trained for SPC 103 can continue to apply their knowledge and skills in instructing this course through NFS offerings, while new faculty augment SPC 105 offerings.

Implementation might begin by requiring that all currently offered NFS courses incorporate some or all of the guidelines our design proposes for NFS, and increasing UNIV 112 to a three credit hour course. As with IS, as faculty are freed from instructing other general education courses, there might be increased interest and ability to instruct NFS courses. ENG 101 offerings for NFS could continue until sufficient “content” course offerings are available.

### **G. Departments of Art & Design, Music, and Theater & Dance**

Our design requires all students to take at least one course in the fine or performing arts. Currently students are required to take several courses in the fine arts and/or humanities. There are a number of departments which offer courses that fulfill a humanities component, but only three departments at SIUE that are traditional disciplines in the fine and performing arts. It is possible that our design would result in increased demand for general education courses offered by these three departments. Based on a simple analysis of the number of sections of 111 courses offered by all three of these departments annually, and course enrollment limits, it appears that the current number of 111 offerings would likely be sufficient to allow all new four-year students to take at least one fine or performing arts course as a general education requirement.

### **H. Professional Programs**

Professional programs, e.g., Nursing, Engineering, degrees with Secondary Education Certification, and Business, are subject to requirements imposed by external accrediting agencies, and tend to have fixed, full programs. In some cases, requirements of these programs have been adjusted specifically to accommodate the existing general education curriculum. As a result, any change to general education requirements could substantially affect a professional program. In the majority of cases, the construction of typical programs of study for students matriculating in different professional programs indicates that our revised general education design has not increased (and in some cases, it has reduced) total required credit hours for these programs. For a small number of programs, however, it has led to a slight increase (typically of 3 credits) in overall credit hours.

There are a few important factors to note regarding this. First, we have included NFS as part of total credit hour calculations for all programs. The NFS is a new requirement that some professional (and CAS) programs have not yet completely incorporated into their current program curricula. So this is an additional credit hour load that exists regardless of which general education design is implemented. In addition, it may be possible in many cases for professional programs to adjust some of their current degree requirements (built around the existing general education curriculum) to satisfy the requirements of our design while still meeting accreditation needs (e.g., by participating in specially-designed IS courses, which can serve a program requirement as well as a general education requirement). However, it is important to note that our design will impact certain professional programs in some cases by either increasing total credit hour requirements, or necessitating some adjustments to program curricula to maintain current credit hour loads.

## **I. Instructional Services**

We have allowed for students to take proficiency/placement examinations for general education courses, just as they do currently. Instructional Services estimates that 5-10% of students taking proficiency exams actually pass them at a level sufficient to allow credit for the relevant courses. There is the possibility that students in certain programs, especially professional programs, may have greater incentive to take these exams, to reduce degree credit hour requirements. Students pay for these examinations, so no additional costs are expected with regards to processing the exams for the university. However, if demand for proficiency/placement exams increases, additional facilities for administration may be necessary. Ideally, Instructional Services would like to allow students to take proficiency exams on computers, at both SIUE and non-SIUE locations, perhaps with new resources available at the Student Academic Success Center.

If Instructional Services faculty are tapped as instructors for the new Quantitative Literacy course, this would likely need to become part of their “normal” course load. This could require shifts in faculty teaching responsibilities. Likewise, the Quantitative Literacy requirement may necessitate additional resources allocated to the Math Resource Center, to provide tutoring and support for students.

## **J. Departments re Breadth Areas**

Our design has substantially modified distribution requirement areas (Breadth Areas) for general education. Specifically, we have divided the distribution areas more finely, and we have removed distinctions between introductory and advanced courses for satisfying these requirements. Moreover, we have allowed for overlap in Breadth Areas, Cultures courses, NFS, and major and minor coursework. These changes will certainly affect student demand for different courses—increasing demand for some and decreasing demand for others. This can have a serious impact on departments that do a lot of general education service courses. However, the exact patterns of change in student demand cannot be predicted. Most likely, advanced courses that exist primarily to serve general education requirements, or for which enrollment includes more non-majors, and which require a prerequisite, are likely to experience less demand. As students can fulfill a distribution requirement with a single course, regardless of level, they may be less likely to enroll in advanced electives outside their minor or major areas. Courses that can satisfy more than one requirement at a time are likely to experience higher demand. It should be possible in some cases to shift faculty resources to teach higher demand courses, or courses that also serve important general education requirements (e.g., NFS, IS).

## **K. Departments re BA & BS Degree Requirements**

We propose revision to university-wide criteria for the Bachelor of Arts and Bachelor of Science degrees. Currently, the only university level distinction in the degrees is that a B.A. degree requires a two semester sequence of foreign language. As a result, the B.S. degree has become a “default” degree for many programs—it is the option without foreign language. As part of our design, students earning a B.A. degree would be required to complete at least eight courses in the fine arts and humanities, including as part of this a two semester sequence of foreign language. Students earning a B.S. degree would be required to complete at least eight courses in the sciences (natural

or social), including as part of this two lab courses. These criteria are intended to strengthen the distinction between the two degrees, and make them more balanced in terms of requirements.

There is much flexibility in how programs might choose to incorporate these criteria into their degree curricula. For some programs, current requirements for a B.S. or B.A. degree already satisfy our suggested criteria (e.g., B.S. in biological sciences; B.A. in Art and Design). However, other programs might need to develop or incorporate an additional lab course or additional science courses to maintain a B.S. degree. Alternately, some programs might need to include additional fine arts or humanities courses to offer a B.A. degree. Programs might incorporate specific courses as part of their curricula, or they might simply provide for space in students' coursework (in the form of electives) to complete courses in appropriate disciplines. Some programs may decide to offer only a B.A. or B.S. degree, instead of both.

In addition, it is possible that increased demand for science lab courses and/or foreign language courses could occur as a result of these new criteria. The specifics of shifting demand for these types of courses are not possible to predict.

## Appendix B.1: Oral Communication Course--Resource & Budgetary Implications

### Complete Implementation

Based on the *SIUE Education* design in which an Oral Communication Foundations requirement is satisfied by SPC 105, it is estimated that an additional 53 sections of SPC 105 would need to be offered each year. This would require additional staffing costs estimated at approximately \$185,000. Because of IAI requirements for SPC 105, additional equipment would also be necessary, costing an estimated \$60,000. The resulting total estimated funding needed for SPC 105 is \$245,000. Additional resources associated with increased use of The Speech Center would likely also result, but are not estimated here.

### Explanation and assumptions

We assume that:

- SIUE will admit approximately 1,800 new freshmen students each year,
- All students would be required to satisfy the Oral Communication requirement, and this would be met solely by SPC 105, which also satisfies the IAI GECC oral communication requirement (and is the only course offered at SIUE to do so),
- The existing structure of SPC 105 (course enrollments, equipment needs) will not change,
- Future annual capacity of SPC 105 sections offered to satisfy an Oral Communication requirement needs to be equivalent or greater than existing annual capacity in courses currently satisfying this skill (i.e., SPC 103, SPC 104, SPC 105).

The Chair of the Department of Speech Communication, Laura Perkins, has provided the following information:

Current offerings of SPC 105 (fall, spring, summer sections):	32 sections/year
Current course enrollment per section:	24 students
Total annual capacity:	768 students

Projected offerings of SPC 105 (fall, spring, summer sections):	85 sections/year
Projected course enrollment per section:	24 students
Total annual capacity:	2040 students

### Impact on existing resources

Based on information provided by Laura Perkins, as well as the 2006 *Strategic Plan for the Department of Speech Communication*, the following faculty and equipment impacts are anticipated.

Some faculty currently teaching SPC 103 could be shifted to SPC 105; however, the smaller enrollment caps on SPC 105 compared to SPC 103, as well as need for specially trained instructors to teach SPC 105 would require additional faculty. Because of the importance of technical knowledge for instructing SPC 105, call-staff faculty would not be sufficient. The Department of Speech Communication has estimated that an additional eight full-time continuing appointment faculty would be required. However, some of the costs of the additional full-time faculty would be offset by reduced need for call-staff faculty.

For additional full-time continuing faculty requirements, we assume that:

- A full load for full-time continuing appointment faculty is 4 courses per semester,
- Eight full-time continuing appointment faculty would need to be hired,
- The average salary of a full-time continuing appointment faculty is \$28,000 per year,

- A reduction in call-staff positions would save \$84,000.

The total cost of additional faculty resources is estimated at \$185,000.

\*Note: We have not accounted for additional costs associated with employee benefits.

Because of specific requirements for instruction of SPC 105, necessary to maintain course approval as an IAI GECC oral communication course, there are certain equipment needs. These needs include audio-visual equipment for recording, viewing, and evaluating speech performances. It is estimated that 12 "SMART" carts, equipped with projectors, laptop computers, and recording equipment will be needed. The cost of this equipment is estimated at \$60,000 (\$5,000 per unit).

**Alternative Implementation:**

The initial phase of implementation could require all students to take either SPC 103, SPC 104, or SPC 105. In this circumstance, the combined number of sections of these three courses would need to be sufficient to serve all incoming students. This would allow for additional equipment necessary to SPC 105 to be acquired over a period of time. Likewise, existing faculty in Speech Communication could be trained to instruct SPC 105 and/or new faculty could be hired to instruct this course over a period of time.

In Fall 2006 and Spring 2007, Speech Communication offered 74 sections of SPC 103, 4 sections of SPC 104, and 32 sections of SPC 105 (based on data available on SIS, accessed December 20, 2006). Given course enrollment limits for these courses (SPC 103: limit of 25-27 students; SPC 104: limit of 24 students; SPC 105 limit of 24 students), these courses are currently servicing 2788 students per year. It is likely that even though a Speech Communication course is not required for all students as part of our current general education curriculum, students enroll in these courses, in particular SPC 103 because it satisfies an IGR requirement and/or is a program requirement for specific degrees (e.g., Nursing requires SPC 103). Thus, current offerings of SPC 103, SPC 104, and SPC 105 should be sufficient to satisfy the needs of all new incoming freshmen, as well as a number of transfer students, to take at least one of these courses as part of general education.

## Appendix B.2: *Quantitative Literacy Course--Resource & Budgetary Implications*

### Complete Implementation:

Based on the *SIUE Education* design, to offer a new 3 credit hour Quantitative Literacy course for all SIUE freshmen the Department of Mathematics and Statistics will need to hire 7 new full time continuing instructors and 3 new tenure track faculty members. These numbers are approximate as based on incomplete information about the number of students, unknown percentage of students who would pass the proficiency test, and unknown number of students who would have to repeat the class. The numbers are also based on an assumption that 10 sections of the class would be offered during the summer. This would require staffing costs estimated at approximately \$365,000. Additional resources associated with increased use of The Math Center could result, but are not estimated here.

### Explanation and assumptions

We assume that

- SIUE will admit approximately 1,800 new freshmen students each year,
- Approximately 20% - 25% of the students will have to repeat the class after withdrawing or failing<sup>1</sup>,
- Approximately 10% - 15% of the students will pass the proficiency test or will be able to transfer the class from a different school<sup>2</sup>,
- The class size should be limited to 25 students<sup>3</sup>,

Based on the assumptions concerning the number of students, the class will have to be offered to approximately 2,000 students each year in 80 sections.

Based on the assumptions concerning the number of hired full time instructors and tenure-track/tenured faculty, Mathematics and Statistics will be able to offer  $7 \times (8 + 1) + 3 \times (5 + 1) = 81$  sections.

### Impact on other offerings by the department & existing resources

The new course will not replace any existing course currently offered by the Department. It is also doubtful if it will result in fewer students taking other introductory courses like College Algebra. College Algebra is a prerequisite for most science and engineering courses and the Quantitative Literacy class will cover a different material. In a very unlikely case, if there is a significant drop in enrolment in such courses as College Algebra the Department will simply hire fewer temporary instructors (unfortunately most of the low level courses are taught by temporary instructors hired for one semester).

For additional full-time continuing faculty requirements, we assume that:

- Each tenure track faculty will teach on average 5 sections during the academic year<sup>4</sup> and one section during each summer.
- Seven full-time continuing appointment faculty would need to be hired,
- The average salary of a full-time continuing appointment faculty is \$32,000 per year,

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<sup>1</sup> We assume higher success rate than in a typical mathematics class; to achieve such rate we will need special tutoring and testing; a full scale Computer Testing Center would serve well such purpose.

<sup>2</sup> Offering proficiency testing on such scale will again require help from a Computer Testing Center; currently very few local colleges offer such classes but the situation may change in future if they follow our lead.

<sup>3</sup> Relative small class size is crucial for this type of course; limiting class size to 20 would be preferable.

<sup>4</sup> Normal teaching load for a tenured track faculty is 6 courses a year however faculty members are often entitled to time release for research, service, sabbatical, etc. On average they teach 5 or even fewer courses per academic year.

For additional tenure-track faculty requirements, we assume that:

- Each full time instructor will teach 8 sections during the academic year and on average one section during each summer,
- The average salary of a tenure-track, assistant professor in the Mathematics and Statistics Department is \$47,000 per year.

The total cost of additional faculty resources is estimated at \$365,000.

\*Note: We have not accounted for additional costs associated with employee benefits.

**Alternative Implementation:**

The initial phase of implementation could require all students to take a math or statistics course. In this circumstance, the combined number of sections of currently offered math and statistics courses and the new QL 101 course would need to be sufficient to serve all incoming students.

A number of programs in CAS and the professional schools currently include a math or statistics course (or several) as part of their curricula. Thus, a substantial proportion of students will already be served by appropriate courses. Currently, programs in the Schools of Business, Nursing, and Engineering require at least one math or statistics course for a Baccalaureate degree. The 2006 SIUE *Fact Book* (accessed on-line) reports 2005 undergraduate enrollment in these programs at a combined 2559, with approximately 300-400 students entering these programs between 2004 and 2005. Programs in the natural sciences (e.g., Biological Sciences, Chemistry, Physics), and some specializations in Education also require math or statistics courses. While it cannot be predetermined exactly how many new QL 101 sections would need to be offered initially, it is estimated that one quarter to one half of incoming students would be enrolling in existing math and statistics offerings for program requirements, regardless of general education curriculum changes. Initial needs for faculty resources could be limited to several new continuing appointment instructors, which might reduce the initial costs of this component to between \$100,000 and \$200,000 (for 3-6 instructors).

### **Appendix B.3: *Interdisciplinary Studies* Course--Resource & Budgetary Implications**

#### **Complete Implementation**

Based on the "SIUE Education" design plan requirements for Interdisciplinary Courses, it is estimated that an additional 10 to 20 IS sections would need to be offered each year. This would require additional staffing costs estimated between \$50,000 and \$300,000 per year.

#### **Explanation and assumptions**

We assume that:

- The class size for all IS sections should be limited to 25 students per instructor,
- IS sections will be typically be co-taught by 2 instructors, and each will receive full credit for teaching the course,
- Future annual capacity of IS sections needs to remain equivalent to current annual capacity (i.e., 2250-3000 students/year),
- Additional IS sections are taught by existing faculty or by new full-time continuing appointment faculty.

To restrict IS courses to 25 students per instructor (resulting in an enrollment of 50 students per IS section) and provide sufficient offerings to maintain current yearly student capacity, it is estimated that an additional 10 to 20 IS sections per year would need to be offered.

Current offerings (fall, spring, summer sections):	30-40 sections/year
Current course enrollment per section:	75 students
Total annual capacity:	2250-3000 students

Projected offerings (fall, spring, summer sections):	45-60 sections/year
Projected course enrollment per section:	50 students
Total annual capacity:	2250-3000 students

#### **Impact on existing resources**

This would result in the need of an additional 20 to 40 instructors to teach an IS course each year (or fewer instructors to teach multiple IS sections per year). It is expected that because of other changes in General Education requirements proposed in the design, existing faculty in some departments will be freed from the need to teach other courses, providing available faculty for additional IS sections. In such circumstances, it is assumed that funding for call-staff will be provided to departments to offset the shift of instructors from program offerings to IS sections. However, as the exact number of faculty that would be available and willing to offer IS sections in this case cannot be accurately determined, we can also estimate the cost of employing additional full-time continuing appointment faculty to meet this need.

For additional call-staff requirements, we assume that:

- A single call-staff faculty is needed to replace each course taught by an instructor shifting from a program offering to an IS section,
- Call-staff faculty receive an average of \$2500 per course,
- An additional 10-20 sections of IS courses would necessitate new 20-40 call staff hires.

The total cost of this scenario is \$50,000-100,000\*.

For additional full-time continuing appointment faculty, we assume that:

- A full load for full-time continuing appointment faculty is 4 courses per semester.
- Between 5 and 10 full-time continuing appointment faculty would need to be hired.
- The average salary of a full-time continuing appointment faculty is \$30,000 per year.

The total cost of this scenario is \$150,000-300,000\*.

\*Note: We have not accounted for additional costs associated with employee benefits.

**Alternative Implementation:**

If student enrollment per instructor is reduced over a period of time, it may be possible to take advantage of other shifts in course demand, and encourage enough existing faculty to participate in IS that no new full-time continuing appointment faculty are needed. This would allow the lower-cost scenario (involving hiring call-staff as replacement instructors) to be implemented. This would also allow costs of offering more IS sections to be assumed by the university gradually.

## Appendix C: New Courses

Our design necessitates the development of one completely new course, and revision of another existing course for the Foundations requirements.

Quantitative Literacy (QL 101) is a new course that would satisfy a basic, universal mathematics requirement in our general education curriculum. Construction of this course was initially motivated and conducted independent of the BRIDGE process, as a separate initiative. We are fortunate to be able to take advantage of the extensive work by the Department of Mathematics and Statistics, already put into development of Quantitative Literacy. This course would be instructed by faculty in Mathematics and Statistics, with perhaps additional support from professional staff in Instructional Services.

Reasoning and Argumentation (RA 101) is intended to replace the current critical thinking skills requirement, which is satisfied through sections of PHIL 106, MATH 106, IME 106, and FL 106. Reasoning and Argumentation is a significant revision of the current critical thinking requirement, in which a set of standard learning outcomes and pedagogical goals would serve as guiding principles for course organization and assessment. The revised Reasoning and Argumentation course would be similar to the current requirement in that different courses offered by different departments could fulfill this requirement. It is a significant departure from the current system in that all courses meeting this requirement (regardless of the department offering these courses) would need to address a common set of learning outcomes. In addition, we recommend that the Department of Philosophy assume primary responsibility for overseeing assessment of this requirement. The other Foundations courses are housed in specific departments (SPC 105 in Speech Communication; QL 101 in Mathematics and Statistics; ENG 101 and ENG 102 in English Language and Literature). This facilitates assessment and coordination, to identify that course content in multiple sections is equivalent in meaningful ways, that the sections serve the same purpose for students, and that common learning outcomes are achieved across sections. This position should be filled by a faculty member of Philosophy, and should be accompanied by course releases and/or other compensation such that the critical and time-consuming work of oversight can be responsibly fulfilled.

A draft syllabus for QL 101 is provided in Appendix C.1, and a set of common learning outcomes (approved by the Department of Philosophy in Fall 2006) is provided in Appendix C.2. A more general version of these learning outcomes, for use by units other than Philosophy, is in development.

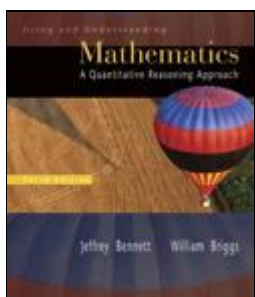
**Appendix C.1: Draft Syllabus for *Quantitative Literacy 101***

**QR 101 – Quantitative Reasoning  
(or QL 101 – Quantitative Literacy)**

**Catalog Description.** Focuses on mathematical reasoning and real-life problems. Including: management science, coding, social choice and decision making, size and shape, and modeling.

The textbook below is given as an example only; however, the material indicated below should be covered regardless of the textbook selected. Sections to be covered are **highlighted**; additional sections are optional and encouraged; the selection is based on an assumption that the material of chapter 1 will be covered in the Critical Thinking class.

**Using and Understanding Mathematics: A Quantitative Reasoning Approach, 3/E**



**Jeffrey O. Bennett**, *University of Colorado at Boulder*  
**William L. Briggs**, *University of Colorado at Denver*

ISBN: 0-321-22773-5

Publisher: Addison-Wesley

Copyright: 2005

Format: Cloth; 800 p

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Fundamentals of Probability.  
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**Web Projects.** The Web Projects require searching for

data or other information on the Web. They can be

used for extended projects, discussion, group

activities, or essays.

## Appendix C.2: Learning Outcomes for *Reasoning and Argumentation 101*

Source: Philosophy Critical Thinking Task Force

Draft, 31 Oct 2006:

### **Proposed Learning Outcomes for courses in REASONING AND ARGUMENTATION**

#### **I. Argument Analysis:**

Students should be able to “read for arguments”—i.e., to cull the basic structure of an author’s defense of a thesis out of a “real world”/ordinary language text. [The texts here can range from political speeches or op-ed pieces on matters of general interest to sophisticated arguments in professional journals on narrow discipline-specific matters.]

- A. Identification: Students should be able to identify the following basic elements of an argumentative essay/thesis defense:
  - 1. Topic, Question/Problem/Issue/Author’s (or speaker’s) Thesis
  - 2. Claims/ conclusions, premises/grounds, assumptions, and implications.
  - 3. Author’s positive case for her thesis, main reasons/evidence for thesis and the support for those reasons.
  - 4. An author’s position as distinct from an author’s account of other possibly opposing— positions.
  - 5. The objections that the author considers to her view and her response to those objections
  
- B. Reflection: A student should be able to achieve some critical distance from a text she is analyzing by:
  - 1. Identifying the most plausible alternatives to the author’s thesis
  - 2. Identifying the weakest link in the author’s positive case
  - 3. Formulating counter-replies on behalf of the objections that the author considers or identifying other objections that the author did not consider.
  - 4. Formulating and testing hypotheses or tentative conclusions.

#### **II. Argument Construction:**

A student should be able to formulate and defend a thesis in written or oral form on a relatively controversial question/issue. [Again the issues here might range from matters of general interest to matters of more narrow, discipline-specific concern.]

- A. Formulate a Thesis: A student should be able to:
  - 1. Unambiguously state a topic question/problem and clearly state her thesis as an answer to that question or a solution to that problem.
  - 2. Explicitly lay out her reasons for that thesis and explain how those reasons support the thesis.
  
- B. Defend a Thesis: A student should be able to:
  - 1. Sympathetically identify and honestly respond to the most plausible alternative(s) to her thesis

2. Sympathetically construct and honestly reply to objections to the weakest points of her case
3. Clearly state the general linking principles that indicate the relationship between a claim and each reason given to support it.

### III. **Argument Evaluation:**

Students should have at least a basic understanding of what constitutes adequate “logical” support for a thesis/conclusion and be able to apply some general principles to the evaluation of the form and content of arguments.

- A. Students should be able to distinguish “logical support” for the truth or acceptability of a conclusion/thesis from “psychological inducements” to maintain or profess a conclusion/thesis; where logical support involves premises that provide some kind and degree of evidence for the truth or acceptability of a conclusion and psychological inducement involves premises that provide some kind and degree of compulsion for maintaining or professing a conclusion. Perhaps the most effective way of displaying the distinction here is to expose students to (and have them be able to identify) a range of informal fallacies [e.g., *ad hominem*, *ad populum*, appeal to force, appeal to pity, etc.]
- B. Students should be able to distinguish the question of the actual truth-value or acceptability of particular claims (premises) and the question of whether those claims (premises) would in some way logically support a thesis (conclusion) were they true/acceptable. This is to make the distinction between the content and the form (logical structure) of an argument. [Artificial symbolic devices like truth-tables and Venn Diagrams can be useful for this purpose but are not essential.]
- C. Evaluating Argument Forms: Students should be able to
  1. Distinguish deductive from inductive support—i.e., distinguish support that is intended to provide conclusive reasons in such a way that it is impossible for the premises to all be true but the conclusion false from support that is intended to provide compelling but non-conclusive support in such a way that it is unlikely (though possible) for the premises to all be true and the conclusion false.
  2. Recognize common basic patterns of reasoning in ordinary language—including both inductive (e.g., argument by analogy, argument to the best explanation) and deductive (e.g., *modus ponens*, hypothetical syllogism) forms; as well as both “good” (denying the consequent, generalizing from a strongly representative sample) and “bad” (e.g., denying the antecedent, hasty generalization) forms.
  3. Use common patterns to identify any missing premises or implicit conclusions.
  4. Apply relevant criteria of evaluation to specific instances of common argument forms identified in ordinary language [the criterion of validity for deductive arguments, and specific criteria relevant to varying degrees of strength for inductive argument (e.g., the strength and relevance of an analogy, the simplicity and plausibility of a proposed explanation/hypothesis).

- D. Evaluating Content: Students should be able to:
1. Categorize statements with respect to language function (e.g., descriptive, evaluative, persuasive, performative).
  2. Evaluate the reliability and corroboration of a source.
  3. Evaluate the individual plausibility of a claim and how well it coheres with other independently supported claims.
  4. Consider the further ramifications/implications/ consequences of accepting some claim/hypothesis.

## **Appendix D: Typical Programs of Study**

Following are sample schedules for students pursuing degrees in university programs. The sample schedules are often based on minimal required coursework in general education given our proposal design. The schedules were developed using current suggested program guides available in the Office of Academic Counseling and Advising. For programs in which specific, individual general education courses are specified, these courses were maintained in the typical program of study presented here. In some cases, it may be possible for programs to substitute general education options under our design for these existing, specific courses, and further reduce general education requirements. However, we have attempted to adhere to existing program curricula as much as possible.

The schedules have not yet been formally approved by representatives of the programs.

**A. College of Arts and Sciences: Typical Programs of Study**

**i. Department of Anthropology**

**Typical Program of Study**

**Major: Anthropology (BS)**

**Minor: Undetermined**

**This major requires minimum of 33 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 33 hours of free electives).**

YEAR	FALL	SPRING
1	FL 101 (LC-Breadth) 4 ENG 101 3 RA 101 3 ANTH 111 (SS-Breadth) 3 NFS 3	FL 102 4 ANTH 311 (Cultures-US) 3 ENG 102 3 QL 101 3 Elective 3
	16	16
2	ANTH 325 3 PS elective (Breadth) 3 SPC 105 3 HELP elective (Breadth) 3 Elective 3	ANTH 300 3 ANTH elective 3 ANTH elective 3 Minor 3 Elective 3
	15	15
3	ANTH 360a (LES Breadth) 3 ANTH 360b (lab) 1 Minor 3 Elective 3 Elective 3 IS	ANTH 301 3 ANTH elective 3 FPA elective (Breadth) 3 Minor 3 Elective 3
	16	15
4	ANTH 490 1 ANTH 400 3 ANTH 331 (Cultures-Intl) 3 Minor 3 Elective 3 Elective 2	ANTH 491 1 Minor 3 Minor 3 Elective 3 Elective 3 Elective 3
	15	16

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**ii. Department of Art and Design**

**Typical Program of Study**

**Major: Art & Design (BFA)**

**Minor: None**

**This major requires minimum of 35 General Education hours (not counting hours already included in major/minor) and 124-128 total hours for graduation (includes 9 hours of free electives).**

YEAR	FALL	SPRING
1	ART 112a (FPA-Breadth) 3 ART 112b 3 ENG 101 3 RA 101 3 NFS: SPC 103 (LC-Breadth, Cultures-US) 3 <hr/> 15	ART 112c 3 ART 112d 3 ENG 102 3 QL 101 3 SS elective (Breadth) 3 <hr/> 15
2	ART 202 3 ART 202 3 ART 202 3 ART 225a (Cultures-Intl) 3 SPC 105 3 <hr/> 15	ART 202 3 ART 202 3 ART 202e 3 ART 225b 3 HELP elective (Breadth) 3 <hr/> 15
3	ART 300/400 studio 3 ART 300/400 studio 3 ART 300/400 major studio 3 ART 400 history 3 LES elective (Breadth) 3 <hr/> 15	ART 300/400 major studio 3 ART 400 history 3 ART 331 3 PS elective (Breadth) w/ lab 4 ART elective 3 <hr/> 16
4	ART 300/400 major studio 3 ART 400 history 3 ART 441 3 ART elective 3 IS 3 <hr/> 15	ART 300/400 major studio 3 ART 300/400 major studio 3 ART elective 3 Elective 3 Elective 3 <hr/> 15
5	ART 405 1 ART 499 2-6 Elective 3 <hr/> 6-10	

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

## Typical Program of Study

**Major: Art History (BA)**

**Minor: None**

**This major requires minimum of 39 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 24 hours of free electives).**

YEAR	FALL	SPRING
1	ART 225a (Cultures-Intl) 3 FL 101 (LC-Breadth) 4 ENG 101 3 RA 101 3 NFS 3	ART 225b 3 FL 102 4 ENG 102 3 QL 101 3 SPC 105 3
	16	16
2	ART 400 history 3 ART 400 history 3 HELP elective (Breadth) 3 SS elective (Breadth) 3 Elective 3	ART 400 history 3 ART 400 history 3 ART 202e 3 Cultures-US 3 Elective 3
	15	15
3	ART 400 history 3 ART 400 history 3 ART 400 history 3 Elective 3 LES elective (Breadth) 3	ART 400 history 3 ART 400 history 3 IS 3 PS elective (Breadth) w/ lab 5 Elective 3
	15	17
4	ART 400 history 3 ART 400 history 3 Elective 3 Elective 3 Elective 3	ART 400 history 3 ART 400 history 3 Elective 3 Elective 3 Elective 3
	15	15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Art & Design: Studio Art (BA)**

**Minor: None**

**This major requires minimum of 35 General Education hours (not counting hours already included in major/minor) and 125-129 total hours for graduation (includes 9 hours of free electives).**

YEAR	FALL	SPRING
1	ART 112a (FPA-Breadth) 3 ART 112b 3 ENG 101 3 RA 101 3 FL 101 (LC-Breadth) 4 NFS 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 19	ART 112c 3 ART 112d 3 ENG 102 3 QL 101 3 FL 102 4 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 16
2	ART 202e 3 ART 202 3 ART 202 3 ART 225a (Cultures-Intl) 3 SPC 105 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	ART 202 3 ART 202 3 ART 202 3 ART 225b 3 HELP elective (Breadth) 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
3	ART 300/400 studio 3 ART 300/400 major studio 3 LES elective (Breadth) 3 SS elective (Breadth) 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	ART 300/400 major studio 3 ART 400 studio 3 Cultures-US 3 PS elective (Breadth) w/ lab 5 ART elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17
4	ART 300/400 major studio 3 ART 300/400 studio 3 ART 400 history 3 Elective 3 IS 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	ART 405 3 ART 300/400 major studio 3 ART 400 history 3 ART Elective 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Art Education (BA)**

**Minor: None**

**This major requires minimum of 37 General Education hours (not counting hours already included in major/minor) and 133 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING
1	ART 112a (FPA-Breadth) 3 ART 112b 3 ENG 101 3 FL 101 (LC-Breadth) 4 NFS (Cultures-US) 3	ART 112c 3 ART 112d 3 ENG 102 3 QL 101 3 RA 101 3 FL 102 4 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 19
2	ART 202 3 ART 202 3 ART 225a (Cultures-IC) 3 ART 289 3 SPC 105 3 LES elective (Breadth) 3	ART 202 3 ART 202 3 ART 202 3 ART 225b 3 CI 200 2 SS elective (Breadth) 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17
3	ART 300 level studio 3 ART history elective 6 EPFR 315 3 ART 400 history 3 IS (Cultures-US) 3	ART 364 3 ART history elective 3 ART 300 level studio 6 PS elective (Breadth) w/ lab 3 HELP elective (Breadth) 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 18
4	ART 300b 3 ART 365 3 ART 300-400 level studio 3 EPFR 320 3 SPE 400 3	ART elective 3 CI 352a 6 CI 451b 6 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Art Education (BS)**

**Minor: None**

**This major requires minimum of 37 General Education hours (not counting hours already included in major/minor) and 128 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING
1	ART 112a (FPA-Breadth) 3 ART 112b 3 ENG 101 3 RA 101 3 NFS: SPC 103 (LC-Breadth; Cultures-US) 3	ART 112c 3 ART 112d 3 ENG 102 3 QL 101 3 SPC 105 3 HELP elective (Breadth) 3
	15	18
2	ART 202 3 ART 202 3 ART 225a (Cultures-IC) 3 ART 289 3 LES elective (Breadth) w/ lab 3	ART 202 3 ART 202 3 ART 202 3 ART 225b 3 CI 200 2 SS elective (Breadth) 3
	15	17
3	ART 300 level studio 3 ART history elective 6 EPFR 315 3 ART 400 history 3 IS (Cultures-US) 3	ART 364 3 ART history elective 3 ART 300 level studio 6 PS elective (Breadth) w/ lab 3
	18	15
4	ART 300b 3 ART 365 3 ART 300-400 level studio 3 EPFR 320 3 SPE 400 3	ART elective 3 CI 352a 6 CI 451b 6
	15	15

**NOTE: THIS SCHEDULE WOULD NOT BE ACCEPTABLE FOR A BS UNLESS STUDENTS WERE REQUIRED TO TAKE 5 ADDITIONAL SCIENCE COURSES.**

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

### iii. Department of Biological Sciences

## Typical Program of Study

**Major: Biological Sciences (Medical Sciences; BA)**

**Minor: None**

**This major requires minimum of 30 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 12 hours of free electives).**

YEAR	FALL	SPRING	
1	ENG 101 MATH 150** CHEM 121a (PS-Breadth) CHEM 125a (lab) NFS: SPC 103 (LC-Breadth; Cultures-US)	3 5 4 1 3 <hr/> 16	BIOL 120 (LES-Breadth) CHEM 121b CHEM 125b ENG 102 RA 101 <hr/> 15
2	BIOL 121 CHEM 241a FL 101 (Cultures-Intl) STAT 244	4 3 4 4 <hr/> 15	BIOL 220 CHEM 241b CHEM 245 SPC 105 FL 102 <hr/> 16
3	BIOL 319 BIOL elective PHYS 206a/211a & 212a Elective	4 3 5 3 <hr/> 15	BIOL 340 BIOL elective (400 level) PHYS 206b/211b & 212b HELP elective (Breadth; Cultures-Intl) <hr/> 16
4	CHEM 451a IS FPA elective (Breadth) SS elective (Breadth) Elective	3 3 3 3 3 <hr/> 16	BIOL 497 BIOL elective CHEM 451b Elective Elective <hr/> 15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in **red**; courses that satisfy general education and major in **green**; general education and minor in **blue**; multiple general education requirements in **brown**.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

## Typical Program of Study

**Major: Biological Sciences (Genetic Engineering; BS)**

**Minor: None**

**This major requires minimum of 27 General Education hours (not counting hours already included in major/minor) and 124-127 total hours for graduation (includes 22 hours of free electives).**

YEA R	FALL	SPRING
1	<b>ENG 101</b> 3 <b>MATH 150**</b> 5 <b>CHEM 121a (PS-Breadth)</b> 4 <b>CHEM 125a (lab)</b> 1 <b>NFS: SPC 103 (LC-Breadth; Cultures-US)</b> 3	<b>BIOL 120 (LES-Breadth)</b> 4 <b>CHEM 121b</b> 4 <b>CHEM 125b</b> 1 <b>ENG 102</b> 3 <b>RA 101</b> 3
	16	15
2	<b>BIOL 121</b> 4 <b>CHEM 241a</b> 3 <b>SPC 105</b> 3 <b>FPA elective (Breadth)</b> 3 <b>STAT 244</b> 4	<b>BIOL 220</b> 4 <b>CHEM 241b</b> 3 <b>CHEM 245</b> 2 <b>SS elective (Breadth)</b> 3 <b>Elective</b> 2
	17	14
3	<b>BIOL 319</b> 4 <b>BIOL elective</b> 3-4 <b>HELP elective (Breadth; Cultures-Intl)</b> 3 <b>PHYS 206a/211a &amp; 212a</b> 5	<b>BIOL elective</b> 3-4 <b>BIOL elective</b> 3-4 <b>PHYS 206b</b> 5 <b>Elective</b> 3
	15-16	14-16
4	<b>BIOL elective (400 level)</b> 4 <b>BIOL elective</b> 3-4 <b>IS</b> 3 <b>Elective</b> 3 <b>Elective</b> 5	<b>BIOL 497</b> 2 <b>BIOL elective (400 level)</b> 4 <b>Elective</b> 3 <b>Elective</b> 3 <b>Elective</b> 3
	18-19	15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in **red**; courses that satisfy general education and major in **green**; general education and minor in **blue**; multiple general education requirements in **brown**.

**\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.**

## Typical Program of Study

**Major: Biological Sciences (Integrative Biology; BS)**

**Minor: None**

**This major requires minimum of 30 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 25 hours of free electives).**

YEAR	FALL	SPRING	
1	ENG 101 MATH 125** CHEM 121a (PS-Breadth) CHEM 125a (lab) NFS: SPC 103 (LC-Breadth; Cultures-US)	3 3 4 1 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14	BIOL 120 (LES-Breadth) CHEM 121b CHEM 125b ENG 102 RA 101  4 4 1 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
2	BIOL 121 CHEM 241a SPC 105 FPA elective (Breadth) STAT 244	4 3 3 3 4 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17	BIOL 220 CHEM 241b CHEM 245 SS elective (Breadth) HELP elective (Breadth; Cultures-Intl)
3	BIOL 319 BIOL elective CHEM 451a PHYS 206a	4 3 3 5 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14	CHEM 451b PHYS 206b/211b & 212b Elective Elective
4	BIOL 418a BIOL 492c BIOL 452 IS Elective Elective	3 1 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 16	BIOL 418b BIOL 492d Elective Elective Elective Elective

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 125 as the Quantitative Literacy Foundations requirement.**

**iv. Department of Chemistry**

**Typical Program of Study**

**Major: BioChemistry (BS - ACS)**

**Minor: Undetermined**

**This major requires minimum of 30 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101 RA 101 CHEM 121a (PS-Breadth) CHEM 125a (lab) NFS (FPA-Breadth) BIOL 120 (LES-Breadth)	3 3 4 1 3 4 <hr/> 18	CHEM 121b CHEM 125b MATH 150 ENG 102 QL 101  CHEM 241b PHYS 211a PHYS 212a BIOL 220 CHEM 245 SPC 105  CHEM 361b CHEM 365b CHEM 451b CHEM 455 CHEM. 396 HELP elective (Breadth; Cultures-US)	4 1 5 3 3  3 4 1 4 2 3  3 1 3 2 2 3 <hr/> 16
2	CHEM 241a CHEM 331 CHEM 335 BIOL 121 MATH 152	3 3 1 4 5 <hr/> 16	CHEM 241b PHYS 211a PHYS 212a BIOL 220 CHEM 245 SPC 105  CHEM 361b CHEM 365b CHEM 451b CHEM 455 CHEM. 396 HELP elective (Breadth; Cultures-US)	3 4 1 4 2 3  3 1 3 2 2 3 <hr/> 17
3	CHEM 361a CHEM 365a CHEM 451a BIOL 319 PHYS 211b PHYS 212b	3 2 3 4 4 1 <hr/> 17	CHEM 361b CHEM 365b CHEM 451b CHEM 455 CHEM. 396 HELP elective (Breadth; Cultures-US)	3 1 3 2 2 3 <hr/> 14
4	CHEM 411 CHEM 415 CHEM 459 CHEM 496 CS/Stat requirement	3 2 3 2 3 <hr/> 13	CHEM 431 CHEM 435 CHEM 499 IS LC elective (Breadth) SS elective (Breadth; Cultures-Intl)	3 1 0 3 3 3 <hr/> 13

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

## Typical Program of Study

**Major: Chemistry (BS - ACS)**

**Minor: Undetermined**

**This major requires minimum of 33 General Education hours (not counting hours already included in major/minor) and 124-125 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101	3	CHEM 121b	4
	RA 101	3	CHEM 125b	1
	CHEM 121a (PS-Breadth)	4	MATH 150	5
	CHEM 125a (lab)	1	ENG 102	3
	NFS (LC-Breadth)	3	QL 101	3
	14	16		
2	CHEM 241a	3	CHEM 241b	3
	CHEM 331	3	PHYS 211b	4
	CHEM 335	1	PHYS 212b	1
	PHYS 211a	4	MATH 135	1
	PHYS 212a	1	CHEM 245	2
	MATH 152	5	SPC 105	3
	17	14		
3	CHEM 361a	3	CHEM 361b	3
	CHEM 365a	2	CHEM 365b	1
	CHEM 451a	3	CHEM elective	2-3
	FPA elective (Breadth)	3	CHEM elective	6
	HELP elective (Breadth; Cultures-Intl)	3	SS elective (Breadth; Cultures-US)	3
	CS 140 or 141	4		
	18	15-16		
4	CHEM 411	3	CHEM 431	3
	CHEM 415	2	CHEM 435	1
	CHEM elective	3-2	CHEM 499	0
	CHEM elective	6	CHEM elective	6
			LES elective (Breadth)	3
		IS	3	
	13 -14	16		

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Chemistry (BS - Basic)**

**Minor: Undetermined**

**This major requires minimum of 33 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 3 hours of free electives).**

YEAR	FALL	SPRING	
1	<p>ENG 101 RA 101 CHEM 121a (PS-Breadth) CHEM 125a (lab) NFS (FPA-Breadth)</p>	<p>3 3 4 1 3</p> <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">14</p>	<p>CHEM 121b CHEM 125b MATH 150 ENG 102 QL 101</p> <p>4 1 5 3 3</p> <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">16</p>
2	<p>CHEM 241a CHEM 331 CHEM 335 MATH 152 PHYS 211a PHYS 212a</p>	<p>3 3 1 5 4 1</p> <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">17</p>	<p>CHEM 241b PHYS 211b PHYS 212b MATH 135 CHEM 245 SPC 105 CS 140 or 141</p> <p>3 4 1 1 2 3 3</p> <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">17</p>
3	<p>CHEM 361a CHEM 365a (CHEM) elective HELP elective (Breadth) LES elective (Breadth)</p>	<p>3 2 3 3 3</p> <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">14</p>	<p>CHEM 361b CHEM 365b CHEM elective (CHEM) elective LC elective (Breadth; Cultures-US)</p> <p>3 1 2-3 6 3</p> <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">15-16</p>
4	<p>CHEM 411 CHEM elective CHEM elective (CHEM) elective Elective</p>	<p>3 2 3 6 3-4</p> <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">15-16</p>	<p>CHEM elective CHEM elective CHEM 499 (CHEM) elective IS SS elective (Breadth; Cultures-Intl)</p> <p>3 1 0 3 3 3</p> <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">13</p>

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

## Typical Program of Study

**Major: Chemistry (BA - Basic)**

**Minor: Undetermined\***

**This major requires minimum of 36 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 25 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101 RA 101 CHEM 121a (PS-Breadth) CHEM 125a (lab) NFS Elective	3 3 4 1 3 2 <hr style="width: 50%; margin: 0 auto;"/> 16	CHEM 121b CHEM 125b MATH 150 ENG 102 QL 101	4 1 5 3 3 <hr style="width: 50%; margin: 0 auto;"/> 16
2	CHEM 241a MATH 152 PHYS 211a PHYS 212a Elective	3 5 4 1 3 <hr style="width: 50%; margin: 0 auto;"/> 16	CHEM 241b PHYS 211b PHYS 212b CHEM 245 SPC 105 Elective	3 4 1 2 3 2 <hr style="width: 50%; margin: 0 auto;"/> 15
3	CHEM 331 CHEM 335 CHEM 361a CHEM 365a FL 101 (LC-Breadth; Cultures-Intl)	3 1 3 2 4 <hr style="width: 50%; margin: 0 auto;"/> 14	CHEM elective HELP elective (Breadth; Cultures-US) LES elective (Breadth) FPA elective (Breadth) FL 102	3 3 3 3 4 <hr style="width: 50%; margin: 0 auto;"/> 16
4	CHEM 499 CHEM elective IS Elective Elective Elective	0 3 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 15	CHEM elective SS elective (Breadth) Elective Elective Elective	3 3 3 3 4 <hr style="width: 50%; margin: 0 auto;"/> 16

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*Four courses of the minor or electives would have to be in fine arts or humanities disciplines to qualify for a BA.

## Typical Program of Study

**Major: BioChemistry (BA)**

**Minor: Undetermined\***

**This major requires minimum of 36 General Education hours (not counting hours already included in major/minor) and 133 total hours for graduation (includes 12 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101 RA 101 CHEM 121a (PS-Breadth) CHEM 125a (lab) NFS (FPA-Breadth) BIOL 120 (LES-Breadth)	3 3 4 1 3 4 <hr style="width: 50%; margin: 0 auto;"/> 18	CHEM 121b CHEM 125b MATH 150 ENG 102 QL 101	4 1 5 3 3 <hr style="width: 50%; margin: 0 auto;"/> 16
2	CHEM 241a CHEM 331 CHEM 335 PHYS 211a PHYS 212a MATH 152	3 3 1 4 1 5 <hr style="width: 50%; margin: 0 auto;"/> 17	CHEM 241b PHYS 211b PHYS 212b BIOL 121 CHEM 245 SPC 105	3 4 1 4 2 3 <hr style="width: 50%; margin: 0 auto;"/> 17
3	CHEM 361a CHEM 365a CHEM 451a BIOL 220 FL 101 (LC-Breadth; Cultures-Intl)	3 2 3 4 4 <hr style="width: 50%; margin: 0 auto;"/> 16	CHEM 451b CHEM 455 CHEM lab elective FL 102 SS elective (Breadth; Cultures-US) Elective	3 2 2 4 3 3 <hr style="width: 50%; margin: 0 auto;"/> 17
4	CHEM elective CHEM 459 CHEM lab elective BIOL 319 CS/Stat requirement Elective	3 2 3 2 3 3 <hr style="width: 50%; margin: 0 auto;"/> 16	BIOL/CHEM elective CHEM 499 IS HELP elective (Breadth) Elective Elective	3 0 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**\*Four courses of the minor or electives would have to be in fine arts or humanities disciplines to qualify for a BA.**

## Typical Program of Study

**Major: Medical Sciences (BA)**

**Minor: Undetermined\***

**This major requires minimum of 36 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 30 hours of free electives).**

YEAR	FALL	SPRING	
1	ENG 101 RA 101 CHEM 121a (PS-Breadth) CHEM 125a (lab) NFS (FPA-Breadth)	3 3 4 1 3 <hr style="width: 10%; margin: 5px auto;"/> 14	CHEM 121b CHEM 125b MATH 150 ENG 102 QL 101  CHEM 241b PHYS 211b PHYS 212b CHEM 245 SPC 105  CHEM elective BIOL elective (LES-Breadth) FL 102 SS elective (Breadth; Cultures-US) Elective  CHEM 451b CHEM 499 CHEM elective IS HELP elective (Breadth) Elective  <hr style="width: 10%; margin: 5px auto;"/> 16
2	CHEM 241a PHYS 211a PHYS 212a MATH 152 Elective	3 4 1 5 4 <hr style="width: 10%; margin: 5px auto;"/> 17	3 4 1 2 3  3 3-4 4 3 3  3 0 3 3 3 4 <hr style="width: 10%; margin: 5px auto;"/> 16-17
3	CHEM 361a CHEM 365a CHEM 331 CHEM 335 FL 101 (LC-Breadth; Cultures-Intl) Elective	3 2 3 1 4 3 <hr style="width: 10%; margin: 5px auto;"/> 16	3 3-4 4 3 3  3 3 3 3 4 <hr style="width: 10%; margin: 5px auto;"/> 16
4	CHEM 451a BIOL elective Elective Elective Elective	3 3-4 3 3 3 <hr style="width: 10%; margin: 5px auto;"/> 15-16	3 0 3 3 3 4 <hr style="width: 10%; margin: 5px auto;"/> 16

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**\*Four courses of the minor or electives would have to be in fine arts or humanities disciplines to qualify for a BA.**

## Typical Program of Study

**Major: Chemistry (BS – Education Specialization)**

**Minor: Undetermined**

**This major requires minimum of 36 General Education hours (not counting hours already included in major/minor) and 128 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101	3	CHEM 121b	4
	RA 101	3	CHEM 125b	1
	CHEM 121a (PS-Breadth)	4	MATH 150	5
	CHEM 125a (lab)	1	ENG 102	3
	NFS (FPA-Breadth)	3	QL 101	3
	BIOL 120 (LES-Breadth)	4		
	18	16		
2	CHEM 241a	3	CHEM 241b	3
	BIOL 121	4	PHYS 211b	4
	MATH 152	5	PHYS 212b	1
	PHYS 211a	4	CHEM 245	2
	PHYS 212a	1	SPC 105	3
			STAT 107	3
		CI 200	2	
	17	18		
3	CHEM 361a	3	SCI 451	3
	CHEM 365a	2	CHEM elective	3
	CHEM 331	3	IS	3
	CHEM 335	1	HELP elective (Breadth; Cultures-US)	3
	CHEM 451a	3	SS elective (Breadth; Cultures-Intl)	3
	LC elective (Breadth)	3		
	15	15		
4	CHEM 494	3	CHEM 499	0
	CI 315a	2	CI 315b	2
	SPE 400	3	CI 352	10
	CI 440	3		
	EPFR 315	3		
	EPFR 320	2		
	EPFR 321	1		
	17	12		

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

**v. Department of English Language and Literature**

**Typical Program of Study**

**Major: English (BA)**

**Minor: None**

**This major requires minimum of 41 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 21 hours of free electives).**

YEAR	FALL	SPRING	
1	ENG 101 RA 101 SS elective (Breadth) FPA elective (Breadth) NFS	3 3 3 3 3 <hr/> 15	ENG 102 QL 101 ENG 200 HELP elective (Breadth) SPC 105  3 3 3 3 3 <hr/> 15
2	ENG 208 ENG survey FL 101 LES elective (Breadth) Cultures-US	4 3 3 3 3 <hr/> 16	ENG survey ENG elective FL 102 Elective Minor  3 3 4 3 3 <hr/> 16
3	ENG elective ENG language systems Elective Minor IS (Cultures-Intl)	3 3 3 3 3 <hr/> 15	ENG literary theory ENG elective (LC-Breadth) Elective Minor Minor  3 3 3 3 3 <hr/> 15
4	ENG major authors Elective Minor PS elective (Breadth) w/ lab Elective	3 3 3 5 3 <hr/> 17	ENG 497a ENG Am. lit (400 level) Elective/Minor Elective Elective  3 3 3 3 3 <hr/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**vi. Department of Foreign Languages and Literature**

**Typical Program of Study**

**Major: French (BA)**

**Minor: None**

**This major requires minimum of 41 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 38 hours of free electives).**

YEAR	FALL	SPRING
1	FR 101 (LC-Breadth; Cultures-Intl) 4 ENG 101 3 RA 101 3 FL 111a 3 NFS 3	FR 102 4 ENG 102 3 QL 101 3 SPC 105 3 HELP elective (Breadth) 3
	16	16
2	FR 201 4 PS elective (Breadth) 3 FPA elective (Breadth) 3 Elective 3 Elective 3	FR 202 4 Cultures-US 3 SS elective (Breadth) 3 Elective 3 Elective 3
	16	16
3	FR 301 4 FR 351 3 IS 3 Elective 3 Elective 3	FR 352 3 FR elective 3 LES elective (Breadth) w/ lab 5 Elective 4
	16	15
4	FR 400a 3 FR elective 3 FR elective 2 Elective 3 Elective 3 Elective 1	FR 400b 3 FR elective 2 Elective 3 Elective 3 Elective 3
	15	14

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

## Typical Program of Study

**Major: German (BA)**

**Minor: None**

**This major requires minimum of 41 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 38 hours of free electives).**

YEAR	FALL	SPRING
1	GER 101 (LC-Breadth; Cultures-Intl) 4 ENG 101 3 RA 101 3 FL 111b 3 NFS 3	GER 102 4 ENG 102 3 QL 101 3 SPC 105 3 HELP elective (Breadth) 3
	16	16
2	GER 201 4 PS elective (Breadth) 3 FPA elective (Breadth) 3 Elective 3 Elective 3	GER 202 4 Cultures-US 3 SS elective (Breadth) 3 Elective 3 Elective 3
	16	16
3	GER 301 4 GER 351 3 IS 3 Elective 3 Elective 3	GER 352 3 GER elective 3 LES elective (Breadth) w/ lab 5 Elective 4
	16	15
4	GER 400a 3 GER elective 3 GER elective 2 Elective 3 Elective 3 Elective 1	GER 400b 3 GER elective 2 Elective 3 Elective 3 Elective 3
	15	14

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Spanish (BA)**

**Minor: None**

**This major requires minimum of 41 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 38 hours of free electives).**

YEAR	FALL	SPRING
1	SPAN 101 (LC-Breadth; Cultures-Intl) 4 ENG 101 3 RA 101 3 QL 101 3 NFS 3	SPAN 102 4 ENG 102 3 SPC 105 3 HELP elective (Breadth) 3 FPA elective (Breadth) 3
	16	16
2	SPAN 201 4 PS elective (Breadth) 3 Elective 3 Elective 3 Elective 3	SPAN 202 4 Cultures-US 3 SS elective (Breadth) 3 Elective 3 Elective 3
	16	16
3	SPAN 301 4 SPAN 311 3 IS 3 Elective 3 Elective 3	SPAN 302 4 SPAN elective 3 SPAN elective 3 LES elective (Breadth) 4 lab 1
	16	15
4	SPAN elective 3 SPAN elective 3 Elective 3 Elective 3 Elective 2	SPAN 400 3 SPAN elective 2 Elective 3 Elective 3 Elective 3
	14	14

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Foreign Languages & Literature: Spanish (BA; Education Certification)**

**Minor: None**

**This major requires minimum of 41 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 6 hours of free electives).**

YEAR	FALL	SPRING		
1	SPAN 201 (LC-Breadth)* ENG 101 RA 101 QL 101 NFS	4 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 16	SPAN 202 ENG 102 SPC 105 HELP elective (Breadth) FPA elective (Breadth)	4 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 16
2	SPAN 301 PS elective (Breadth) SPAN 311 LES elective (Breadth) w/ lab	4 3 4 5 <hr style="width: 20%; margin: 0 auto;"/> 16	SPAN 302 Cultures-US CI 200 SPAN 302 SPAN elective	4 2 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15
3	SPAN 400 SPAN elective SS elective (Breadth) Elective SPE 400	3 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 16	SPAN 308 SPAN elective Elective EPFR 315 IS (Cultures-Intl)	4 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 16
4	SPAN 400 SPAN elective CI 315a CI 440 EPFR 320 FL 486	3 3 2 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 17	CI 315b CI 352	2 10 <hr style="width: 20%; margin: 0 auto;"/> 12

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**\*It is assumed students will proficiency test into SPAN 201 for this program.**

**vii. Department of Geography**

**Typical Program of Study**

**Major: Geography (BA)**

**Minor: Undetermined\***

**This major requires minimum of 35 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 24 hours of free electives).**

YEAR	FALL	SPRING
1	FL 101 (LC-Breadth) 4 ENG 101 3 RA 101 3 ESCI 111 (LES-Breadth) 3 NFS 3	FL 102 4 GEOG 201 (Cultures-Intl) 3 ENG 102 3 QL 101 3 SPC 105 3
	16	16
2	GEOG 210 3 PS elective (Breadth) w/ lab 5 HELP elective (Breadth) 3 FPA elective (Breadth) 3 Elective 3	GEOG 205 (SS-Breadth) 3 GEOG 321 3 Elective 3 Minor or AOS 3 Minor or AOS 3
	17	15
3	GEOG 320 3 GEOG human geography 1 Cultures-US 3 Minor or AOS 3 Elective 3	GEOG human geography 3 GEOG regional geography 3 Minor or AOS 3 Minor or AOS 3 Elective 3
	16	15
4	GEOG physical geography 3 GEOG physical geography 3 IS 3 Minor or AOS 3 Elective 3	GEOG 499 3 GEOG techniques 3 Elective 3 Elective 3 Elective 3
	15	15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**\*Four courses of the minor or electives would have to be in fine arts or humanities disciplines to qualify for a BA.**

## Typical Program of Study

**Major: Geography (BS)**

**Minor: Undetermined**

**This major requires minimum of 37 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 21 hours of free electives).**

YEAR	FALL	SPRING		
1	QL 101 ENG 101 RA 101 ESCI 111 NFS: SPC 103 (LC-Breadth; Cultures-US)	3 3 3 3 3	MATH 120/125/130/150 GEOG 201 (Cultures-Intl) ENG 102 SPC 105 STAT 107/CMIS 108	3 3 3 3 3
	15	15		
2	GEOG 210 PS elective (Breadth) w/ lab HELP elective (Breadth) FPA elective (Breadth) Elective	3 5 3 3 3	GEOG 205 (SS-Breadth) GEOG 321 Elective Minor or AOS Minor or AOS	3 3 3 3 3
	17	15		
3	GEOG 320 GEOG human geography Minor or AOS LES elective (Breadth) w/ lab Elective	3 3 3 5 3	GEOG human geography GEOG regional geography Minor or AOS Minor or AOS Elective	3 3 3 3 3
	17	15		
4	GEOG physical geography GEOG physical geography IS Minor or AOS Elective	3 3 3 3 3	GEOG 499 GEOG techniques Elective Elective Elective	3 3 3 3 3
	15	15		

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Geography Education (BS)**

**Minor: Undetermined**

**This major requires minimum of 31 General Education hours (not counting hours already included in major/minor) and 128 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101 RA 101 ESCI 111 NFS: SPC 103 (LC-Breadth; Cultures-US) FPA elective (Breadth)	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15	MATH 120/125/130/150** ENG 102 ANTH 111 (Cultures-Intl) SOC 111 (SS-Breadth) SPC 105 ECON 111	3 3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 18
2	GEOG 201 GEOG 205 GEOG 210 PS elective (Breadth) w/ lab HIST 112a (HELP-Breadth)	3 3 3 5 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 17	GEOG 320 GEOG 321 HIST 112b POLS 112 LES elective (Breadth) w/ lab	3 3 3 3 5 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 17
3	GEOG 301 CI 200 ECON 112 HIST 323/GEOG 440 GEOG human geography POLS elective	3 2 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 17	GEOG techniques EPFR 315 HIST 219 SPE 400 GEOG regional requirement	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15
4	CI 315a CI 440 EFPR 320 IS GEOG physical requirement	2 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 14	GEOG 499 CI 315b CI 352	3 2 10 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**viii. Department of Historical Studies**

**Typical Program of Study**

**Major: History (BA)**

**Minor: Undetermined**

**This major requires minimum of 36 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 18 hours of electives).**

YEAR	FALL	SPRING
1	FL 101 (LC-Breadth; Cultures-Intl) 4 ENG 101 3 RA 101 3 HIST survey (SS-Breadth) 3 NFS 3	FL 102 4 HIST survey 3 ENG 102 3 QL 101 3 Cultures-US 3
	16	16
2	HIST survey 3 PS elective (Breadth) 3 SPC 105 3 FL 201 4 Elective 3	HIST survey 3 LES elective w/ lab (Breadth) 3 FPA elective (Breadth) 3 Minor 3 FL 202 4
	16	16
3	HIST 301 3 HIST 300/400 level (HELP Breadth) 3 FL/other elective 4 Minor 3 Minor 3	HIST 300/400 level 3 HIST 300/400 level 3 FL/other elective 4 IS 3 Minor 3
	16	16
4	HIST 300/400 level 3 HIST 401 3 FL/other elective 4 Minor 3 Elective 2	HIST 300/400 level 3 HIST 300/400 level 3 FL/other elective 4 Minor 3
	15	13

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: History (BS)**

**Minor: Undetermined**

**This major requires minimum of 37 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 24 hours of free electives).**

YEAR	FALL	SPRING	
1	QL 101 ENG 101 RA 101 HIST survey (SS-Breadth) NFS	3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	HIST survey ENG 102 Cultures-US LC elective (Breadth) FPA elective (Breadth)  HIST survey LES elective w/ lab (Breadth) Cultures-Intl Minor Elective  HIST 300/400 level HIST 300/400 level IS Minor Elective  HIST 401 HIST 300/400 level Minor Elective Elective  <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 13
2	HIST survey PS elective (Breadth) w/ lab SPC 105 Minor Elective	3 5 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17	HIST survey LES elective w/ lab (Breadth) Cultures-Intl Minor Elective  HIST 300/400 level HIST 300/400 level IS Minor Elective  HIST 300/400 level HIST 300/400 level Minor Elective Elective  <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
3	HIST 301 HIST 300/400 level (HELP Breadth) Minor Minor Elective	3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	HIST survey LES elective w/ lab (Breadth) Cultures-Intl Minor Elective  HIST 300/400 level HIST 300/400 level IS Minor Elective  HIST 300/400 level HIST 300/400 level Minor Elective Elective  <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
4	HIST 300/400 level HIST 300/400 level Minor Elective Elective	3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	HIST survey LES elective w/ lab (Breadth) Cultures-Intl Minor Elective  HIST 300/400 level HIST 300/400 level IS Minor Elective  HIST 300/400 level HIST 300/400 level Minor Elective Elective  <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: History (BS; Secondary Education Certification)**

**Minor: None**

**This major requires minimum of 27 General Education hours (not counting hours already included in major/minor) and 127 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101 QL 101 HIST 112a (Cultures-Intl) NFS: SPC 103 (LC-Breadth; Cultures-US) SOC 111 (SS-Breadth)	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15	HIST 112b ENG 102 RA 101 SPC 105 STAT 107 or CMIS 108  HIST survey ANTH 111 CI 200 ECON 111 GEOG 210 LES elective w/ lab (Breadth)	3 3 3 3 3  3 3 2 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15
2	HIST survey GEOG 205 POLS 111 PS elective w/ lab (Breadth) FPA elective	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15	HIST survey ANTH 111 CI 200 ECON 111 GEOG 210 LES elective w/ lab (Breadth)	3 3 2 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 17
3	HIST 201 HIST 323 HIST 300/400 level (HELP-Breadth) ECON 112 GEOG 201 POLS 112	3 3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 18	HIST 300/400 level HIST 300/400 level HIST 300/400 level POLS elective IS SPE 400	3 3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 18
4	HIST 401 HIST 300/400 level CI 315a CI 440 EFPR 320 EPFR 320	3 3 2 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 17	CI 315b CI 352	2 10  <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 12

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

**ix. Department of Mass Communications**

**Typical Program of Study**

**Major: Mass Communications (BA)**

**Minor: None**

**This major requires minimum of 38 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 21 hours of free electives).**

YEAR	FALL		SPRING	
1	MC 201 (LC-Breadth)	3	MC 102	3
	ENG 101	3	SPC 105	3
	RA 101	3	ENG 102	3
	NFS (Cultures-US)	3	QL 101	3
	FL 101	4	FL 102	4
		16		16
2	MC 203	3	MC 204	3
	Science w/ lab (LES-Breadth)	3	PS elective (Breadth)	3
	Minor	5	SS elective (Breadth)	3
	FPA elective (Breadth)	3	Minor	3
	Elective	3	Minor	3
		17		15
3	MC professional option	3	IS (Cultures-Intl)	3
	MC professional option	3	MC professional option	3
	Elective	3	MC professional option	3
	Minor	3	Minor	3
	Elective	3	Elective	3
		15		15
4	MC 401	3	MC 403	3
	MC elective	3	MC 481	3
	PHIL 481 (HELP-Breadth)	3	MC elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		15		15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Mass Communications (BS\*)**

**Minor: None**

**This major requires minimum of 35 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 24 hours of free electives).**

YEAR	FALL	SPRING
1	MC 201 (LC Breadth) 3 ENG 101 3 RA 101 3 NFS (Cultures-US) 3 SS elective (Breadth) 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	MC 102 3 SPC 105 3 ENG 102 3 QL 101 3 FPA elective (Breadth) 4 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
2	MC 203 3 Science w/ lab (LES Breadth) 5 Elective 3 Minor 3 Minor 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17	MC 204 3 MC professional option 3 Science w/ lab (PS Breadth) 5 Minor 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17
3	MC professional option 3 Minor 3 Minor 3 Elective 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	IS (Cultures-Intl) 3 MC professional option 3 MC professional option 3 Minor 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
4	MC 401 3 PHIL 481 (HELP-Breadth) 3 Minor/Elective 3 Elective 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	MC 403 3 MC 481 3 MC elective 3 MC elective 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in **red**; courses that satisfy general education and major in **green**; general education and minor in **blue**; multiple general education requirements in **brown**.

\*Five courses of the minor or electives would have to be in sciences disciplines to qualify for a BS.

**x. Department of Mathematics and Statistics**

**Typical Program of Study**

**Major: Mathematics (applied math option; BS)**

**Minor: Physics**

**This major requires minimum of 36 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 18 hours of free electives).**

YEAR	FALL	SPRING
1	RA 101 ENG 101 MATH 150 HIST 130 (HELP-Breadth, Cultures-US) NFS	MATH 152 CS 140 QL 101 ENG 102 Elective
	3 3 5 3 3	5 3 3 3 3
	17	17
2	Elective MATH 250 PHYS 211a (PS-Breadth) PHYS 212a (lab) MATH 223	SPC 105 PHYS 211b PHYS 212b MATH 305 FL elective (LC-Breadth) MATH 350
	3 4 4 1 3	3 4 1 3 4 3
	15	18
3	MATH 451 MATH 321 MATH 465 PHYS 302 Elective	IS 300 MATH 421 MATH 450 Elective FPA elective (Breadth)
	3 3 3 3 3	3 3 3 3 3
	15	15
4	MATH 464 MATH 498 PHYS 303 Elective BIOL elective (LES-Breadth) Elective	HIST 321 (SS-Breadth, Cultures-Intl) MATH 437 MATH 466 MATH 499 PHYS 312
	3 2 3 3 3 3	3 3 3 2 3
	17	14

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Mathematics (pure math option; BS)**

**Minor: History**

**This major requires minimum of 27 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 5 hours of free electives).**

YEAR	FALL	SPRING		
1	RA 101 ENG 101 MATH 150 HIST 111a NFS	3 3 5 3 3	MATH 152 CS 140 QL 101 ENG 102 HIST 112b	5 3 3 3 3
	_____	_____		
		17		17
2	HIST 130 (Cultures-US) MATH 250 PHYS 211a (PS-Breadth) PHYS 212a (lab) MATH 223	3 4 4 1 3	SPC 105 PHYS 211b PHYS 212b MATH 320 FL elective (LC-Breadth) MATH 350	3 4 1 3 4 3
	_____	_____		
		15		18
3	MATH 300 MATH 321 HIST 315 (Cultures-Intl) MATH 420 PHYS 300-level	3 3 3 3 3	IS 300 MATH 400 MATH 450 Elective FPA elective (Breadth)	3 3 3 3 3
	_____	_____		
		15		15
4	MATH 435 MATH 498 MATH 451 Elective HIST 314 (HELP-Breadth) HIST 321 (SS-Breadth)	3 2 3 3 3 2	HIST elective BIOL elective (LES-Breadth) CS 300-level MATH 499 MATH 421	3 3 3 2 3
	_____	_____		
		16		14

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**xi. Department of Music**

**Typical Program of Study**

**Major: Music: Instrumental Performance (BM)**

**Minor: None**

**This major requires minimum of 36 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 3 hours of free electives).**

YEAR	FALL		SPRING	
1	MUS 121a MUS 125a (FPA-Breadth) MUS 140 MUS major ensemble ENG 101 NFS (SS-Breadth) MUS 100	1 4 4 1 3 3	MUS major ensemble MUS 121b MUS 125b MUS 140 ENG 102 RA 101 MUS 100	1 1 4 4 3 3
		16		16
2	QL 101* MUS 221a MUS 225a MUS 240 MUS major ensemble FL 101 (LC-Breadth) MUS 100	3 1 4 4 1 4	SPC 105 MUS 221b MUS 225b MUS 240 MUS major ensemble FL 102 MUS 100	3 1 4 4 1 4
		17		17
3	MUS 309a MUS 318a MUS 340 MUS 357a MUS major ensemble PS elective (Breadth) w/ lab MUS 100	3 2 4 3 1 3	MUS 340 MUST 357b MUS major ensemble HELP elective (Breadth) LES elective (Breadth) MUS 100	4 3 1 3 3
		16		14
4	MUS 326a MUS 411 MUS 440 MUS 442a MUS major ensemble MUS 100	3 3 4 3 1	MUS 440 MUS major ensemble IS (Cultures-Intl) Cultures-US Elective MUS 100	4 1 3 3 3
		14		14

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*The program would need an exception to allow students to take QL 101 in the sophomore year.

## Typical Program of Study

**Major: Music (BA)**

**Minor: None**

**This major requires minimum of 38 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 11 hours of free electives).**

YEAR	FALL	SPRING		
1	MUS 121a MUS 125a (FPA-Breadth) MUS 139a/elective MUS 140 MUS major ensemble ENG 101 NFS (SS-Breadth) MUS 100	1 4 2 2 1 3 3	MUS 121b MUS 125b MUS 139b/elective MUS 140 MUS major ensemble ENG 102 RA 101 MUS 100	1 4 2 2 1 3 3
	16	16		
2	QL 101* MUS 221a MUS 225a MUS 240 MUS major ensemble SPC 105 Minor MUS 100	3 1 4 2 1 3 3	MUS 221b MUS 225b MUS 240 MUS major ensemble HELP elective (Breadth) Elective Elective MUS 100	1 4 2 1 3 3 2
	17	16		
3	MUS 357A FL 101 (LC-Breadth) LES elective (Breadth) MUS literature elective Minor MUS 100	3 4 3 2 3	MUST 357b FL 102 MUS major ensemble MUS literature elective Minor MUS 100	3 4 3 2 3
	15	15		
4	IS (Cultures-Intl) Cultures-US PS elective (Breadth) w/ lab Minor MUS 100	3 3 5 3	Minor Minor MUS elective Elective Elective MUS 100	3 3 3 3 3
	14	15		

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*The program would need an exception to allow students to take QL 101 in the sophomore year.

## Typical Program of Study

**Major: Music Education; Voice (BM)**

**Minor: None**

**This major requires minimum of 33 General Education hours (not counting hours already included in major/minor) and 132 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING		
1	MUS 121a MUS 125a (FPA-Breadth) MUS 139a MUS 140 MUS major ensemble ENG 101 NFS (HELP-Breadth) PSYC 111 (SS-Breadth) MUS 100	1 4 2 2 1 3 3 3 _____ 19	MUS major ensemble MUS 121b MUS 125b MUS 139b MUS 140 ENG 102 QL 101 RA 101 MUS 100	1 1 4 2 2 3 3 3 _____ 19
2	SPC 105 MUS 112a MUS 113 MUS 116a MUS 221a MUS 225a MUS 240 MUS major ensemble FL 101 (LC-Breadth) MUS 100	3 1 1 1 1 4 2 1 4 _____ 17	PS elective (Breadth) w/ lab MUS 112b MUS 114 MUS 116b MUS 221b MUS 225b MUS 240 MUS major ensemble FL 102 Cultures-US MUS 100	3 1 1 1 1 4 1 1 4 3 _____ 17
3	MUS 301a MUS 309a MUS 318a MUS 340 MUS 357a MUS major ensemble CI 200 LES elective (Breadth) MUS 100	2 3 2 2 3 1 2 3 _____ 16	MUS 301b MUS 318b MUS 340 MUST 357b MUS major ensemble EPFR 315 EPFR 320 MUS 100	2 2 2 3 1 3 3 _____ 16
4	MUS 301c MUS 326a MUS 411 MUS 440 MUS major ensemble CI 440 IS (Cultures-Intl) MUS 100	2 3 3 2 1 3 3 _____ 17	CI 352 CI 451c	6 6 _____ 12

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**xii. Department of Philosophy**

**Typical Program of Study**

**Major: Philosophy (BA)**

**Minor: undetermined**

**This major requires minimum of 44 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 24 hours of free electives).**

YEAR	FALL		SPRING	
1	FL 101 (LC-Breadth; Cultures-Intl) ENG 101 RA 101 QL 101 NFS	4 3 3 3 3	FL 102 SPC 105 ENG 102 QL 101 Cultures-US	4 3 3 3 3
		16		16
2	PHIL 106 (HELP-Breadth) PHIL 300 PS elective (Breadth) FPA elective (Breadth) Minor	3 3 3 3 3	PHIL 233 PHIL 302 SS elective (Breadth) Minor Elective	3 3 3 3 3
		15		15
3	PHIL 310/PHIL 330 PHIL elective Minor Minor IS	3 3 3 3 3	PHIL 320 PHIL elective PHIL elective LES elective (Breadth) w/ lab	3 3 3 5
		15		17
4	PHIL 490 PHIL elective Elective Minor Minor	3 3 3 3 3	PHIL elective Elective Elective Elective Elective	3 3 3 3 3
		15		15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

## Typical Program of Study

**Major: Philosophy (BS)**

**Minor: Undetermined**

**This major requires minimum of 44 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 21 hours of free electives).**

YEAR	FALL	SPRING
1	FPA elective (Breadth) 3 ENG 101 3 RA 101 3 QL 101 3 NFS (Cultures-US) 3	LC elective (Breadth) 3 SPC 105 3 ENG 102 3 QL 101 3 Elective 3
	15	15
2	PHIL 106 (HELP-Breadth) 3 PHIL 300 3 SS elective (Breadth) 4 PS elective (Breadth) w/ lab 5 Minor 3	PHIL 233 3 PHIL 302 3 Cultures-Intl 3 Minor 3 Elective 3
	17	15
3	PHIL 310/PHIL 330 3 PHIL elective 3 Minor 3 Minor 3 IS 3	PHIL 320 3 PHIL elective 3 PHIL elective 3 LES elective (Breadth) w/ lab 5
	15	17
4	PHIL 490 3 PHIL elective 3 Elective 3 Minor 3 Minor 3	PHIL elective 3 Elective 3 Elective 3 Elective 3 Elective 3
	15	15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**xiii. Department of Physics**

**Typical Program of Study**

**Major: Physics (BA)\***

**Minor: None**

**This major requires minimum of 30 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 13 hours of free electives).**

YEAR	FALL	SPRING	
1	ENG 101 MATH 150** CHEM 121a (PS-Breadth) CHEM 125a (lab) NFS: SPC 103 (LC-Breadth; Cultures-US)	3 5 4 1 3 <hr/> 16	PHYS 112a PHYS 112b CHEM 121b CHEM 125b MATH 152 ENG 102 <hr/> 18
2	MATH 250 PHYS 211b PHYS 212b CS 140 RA 101***	4 4 1 3 3 <hr/> 15	MATH 305 PHYS 301 PHYS 302 SPC 105 HELP elective (Breadth; Cultures-Intl) <hr/> 16
3	PHYS 303 PHYS 318 FPA elective (Breadth) FL 101 Elective	3 3 3 4 3 <hr/> 16	PHYS 308 PHYS 312 IS 364 FL 102 Elective <hr/> 15
4	PHYS 405a PHYS 416 PHYS elective Elective	3 4 3 4 <hr/> 14	PHYS 405b PHYS 497/498 SS elective (Breadth) Elective Elective <hr/> 14

General Education courses are listed red, blue, green, or brown; courses that satisfy only general education are in red; courses that satisfy general education and major in green; general education and minor in blue; diversity requirements and breath areas in brown.

\*Four courses of electives would have to be in fine arts or humanities disciplines to qualify for a BA.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

\*\*\*A special situation would need to be approved to allow students to complete RA 101 in the sophomore year, or other shifting of course requirements would be necessary to keep credit hours per semester under 19 credits in the freshman year.

## Typical Program of Study

**Major: Physics (BS)**

**Minor: None**

**This major requires minimum of 30 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 23 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101 MATH 150** CHEM 121a (PS-Breadth) CHEM 125a (lab) NFS: SPC 103 (LC-Breadth; Cultures-US)	3 5 4 1 3 <hr style="width: 50%; margin: 0 auto;"/> 16	PHYS 112a PHYS 112b CHEM 121b CHEM 125b MATH 152 ENG 102	4 1 4 1 5 3 <hr style="width: 50%; margin: 0 auto;"/> 18
2	MATH 250 PHYS 211b PHYS 212b CS 140 RA 101***	4 4 1 3 3 <hr style="width: 50%; margin: 0 auto;"/> 15	MATH 305 PHYS 301 PHYS 302 SPC 105 HELP elective (Breadth; Cultures-Intl)	3 3 4 3 3 <hr style="width: 50%; margin: 0 auto;"/> 16
3	PHYS 303 PHYS 318 FPA elective (Breadth) Elective Elective	3 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 14	PHYS 308 PHYS 312 IS 364 SS elective (Breadth) Elective	4 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 15
4	PHYS 405a PHYS 416 PHYS elective Elective Elective	3 4 3 3 2 <hr style="width: 50%; margin: 0 auto;"/> 15	PHYS 405b PHYS 497/498 Elective Elective Elective	3 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 15

General Education courses are listed red, blue, green, or brown; courses that satisfy only general education are in **red**; courses that satisfy general education and major in **green**; general education and minor in **blue**; diversity requirements and breath areas in **brown**.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

\*\*\*A special situation would need to be approved to allow students to complete RA 101 in the sophomore year, or other shifting of course requirements in the freshman year would be necessary to keep credit hours per semester under 19 credits.

**xiv. Department of Political Science**

**Typical Program of Study**

**Major: Political Science (BA\*)**

**Minor: Undetermined**

**This major requires minimum of 40 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 24 hours of free electives).**

YEAR	FALL		SPRING	
1	FL 101 (LC-Breadth)	4	FL 102	4
	ENG 101	3	POLS 111 (SS-Breadth; Cultures-Intl)	3
	RA 101	3	ENG 102	3
	QL 101	3	SPC 105	3
	NFS	3	FPA elective (Breadth)	3
		16		16
2	POLS 112	3	POLS subfield 1	3
	PS elective w/ lab (Breadth)	5	LES elective (Breadth)	3
	HELP elective (Breadth)	3	Cultures-US	3
	Minor	3	Minor	3
	Elective	3	Elective	3
		17		15
3	POLS subfield 2	3	POLS subfield 3	3
	POLS elective	3	POLS elective	3
	Minor	3	Minor	3
	Minor	3	Minor	3
	Elective	3	Elective	3
		15		15
4	POLS subfield 4	3	POLS elective	3
	POLS elective	3	Elective	3
	POLS elective	3	Elective	3
	IS	3	Elective	3
	Minor/Elective	3	Elective	3
		15		15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*Four courses of the minor or electives would have to be in fine arts or humanities disciplines to qualify for a BA.

## Typical Program of Study

Major: Political Science (BS)

Minor: Undetermined

**This major requires minimum of 43 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 27 hours of free electives).**

YEAR	FALL	SPRING	
1	ENG 101 RA 101 QL 101 FPA elective (Breadth) NFS	3 3 3 3 3 <hr style="width: 10%; margin: 0 auto;"/> 15	POLS 111 (SS-Breadth; Cultures-Intl) ENG 102 SPC 105 PS elective w/ lab (Breadth) HELP elective (Breadth)  3 3 3 5 3 <hr style="width: 10%; margin: 0 auto;"/> 17
2	POLS 112 LES elective w/ lab (Breadth) LC elective (Breadth) Minor Elective	3 5 3 3 3 <hr style="width: 10%; margin: 0 auto;"/> 17	POLS subfield 1 Cultures-US Minor Elective Elective  3 3 3 3 3 <hr style="width: 10%; margin: 0 auto;"/> 15
3	POLS subfield 2 POLS elective Minor Minor Elective	3 3 3 3 3 <hr style="width: 10%; margin: 0 auto;"/> 15	POLS subfield 3 POLS elective Minor Minor Elective  3 3 3 3 3 <hr style="width: 10%; margin: 0 auto;"/> 15
4	POLS subfield 4 POLS elective POLS elective IS Minor/Elective	3 3 3 3 3 <hr style="width: 10%; margin: 0 auto;"/> 15	POLS elective Elective Elective Elective Elective  3 3 3 3 3 <hr style="width: 10%; margin: 0 auto;"/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in **red**; courses that satisfy general education and major in **green**; general education and minor in **blue**; multiple general education requirements in **brown**.**

**xv. Department of Social Work**

**Typical Program of Study**

**Major: Social Work (BA\*)**

**Minor: None**

**This major requires minimum of 24 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 3 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101 QL 101 NFS: SPC 103 (LC-Breadth; Cultures-US) BIOL 111 (LES-Breadth) PSYC 111 (SS-Breadth)	3 3 3 3 3 <hr/> 15	ENG 102 RA 101 ECON 111 POLS 112 ANTH 111 (Cultures-Intl)	3 3 3 3 3 <hr/> 15
2	ENG 201 HIST 201 PSYC 206 SPC 105 STAT 107	3 3 3 3 3 <hr/> 15	SOCW 200 SOCW 211 PS elective w/ lab (Breadth) PHIL course (HELP-Breadth) FPA Elective (Breadth)	3 3 4 3 3 <hr/> 16
3	SOCW 201 SOCW 202 SOCW 301 SOCW 302 SICW 315 FL 101	3 1 3 3 3 4 <hr/> 17	SOCW 303 SOCW 316 SOCW 390 IS FL 102	3 3 3 3 4 <hr/> 16
4	SOCW 300 SOCW 400 SOCW 482 SOCW elective	4 3 4 3 <hr/> 14	SOCW 401 SOCW 483 SOCW elective SOC elective Elective	3 4 3 3 3 <hr/> 16

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in **red**; courses that satisfy general education and major in **green**; general education and minor in **blue**; multiple general education requirements in **brown**.

\*Two courses of the minor or electives would have to be in fine arts or humanities disciplines to qualify for a BA.

## Typical Program of Study

Major: Social Work (BS)

Minor: None

**This major requires minimum of 24 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 6 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101 QL 101 NFS: SPC 103 (LC-Breadth; Cultures-US) BIOL 111 (LES-Breadth) PSYC 111 (SS-Breadth)	3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	ENG 102 RA 101 ECON 111 POLS 112 ANTH 111 (Cultures-Intl)	3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
2	ENG 201 HIST 201 PSYC 206 SPC 105 STAT 107	3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	SOCW 200 SOCW 211 PS elective w/ lab (Breadth) PHIL course (HELP-Breadth) FPA Elective (Breadth)	3 3 5 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17
3	SOCW 201 SOCW 202 SOCW 301 SOCW 302 SICW 315 Science w/ lab	3 1 3 3 3 4 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17	SOCW 303 SOCW 316 SOCW 390 IS Elective	3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
4	SOCW 300 SOCW 400 SOCW 482 SOCW elective	4 3 4 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14	SOCW 401 SOCW 483 SOCW elective SOC elective Elective	3 4 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 16

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**xvi. Department of Sociology and Criminal Justice**

**Typical Program of Study**

**Major: Criminal Justice (BA)**

**Minor: None**

**This major requires minimum of 38 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 29 hours of free electives).**

YEAR	FALL	SPRING		
1	CMIS 108 ENG 101 FL 101 (LC-Breadth) SOC 111 (SS-Breadth) NFS: SPC 103 (Cultures-US)	3 3 4 3 3 <hr/> 16	ANTH 111 (Cultures-Intl) RA 101 ENG 102 QL 101 FL 102  3 3 3 3 4 <hr/> 16	
2	CJ/SOC 201 SPC 105 FPA elective (Breadth) POLS 112 PS elective w/ lab (Breadth)	3 3 3 3 5 <hr/> 17	CJ 202 CJ 208 CJ/SOC 272 LES elective (Breadth) HELP elective (Breadth)	3 3 3 3 3 <hr/> 15
3	CJ 302 CJ 366 (Cultures-US) CJ elective (200 level) Elective (Art/Humanity) Elective (Art/Humanity)	3 3 3 3 3 <hr/> 15	CJ 303/SOC 303 CJ elective CJ elective IS Elective (Art/Humanity) Elective	3 3 3 3 3 2 <hr/> 17
4	CJ elective CJ elective Elective (Art/Humanity) Elective Elective	3 3 3 3 3 <hr/> 15	CJ 488 Elective Elective Elective	3 3 3 3 <hr/> 12

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Criminal Justice (BS)**

**Minor: None**

**This major requires minimum of 40 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 33 hours of free electives).**

YEAR	FALL	SPRING	
1	CMIS 108 ENG 101 SOC 111 (SS-Breadth) ANTH 111 (Cultures-Intl) NFS	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15	LC elective (Breadth) RA 101 ENG 102 QL 101 FPA elective (Breadth)  3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15
2	CJ/SOC 201 SPC 105 HELP elective (Breadth) POLS 112 PS elective w/ lab	3 3 3 3 5 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 17	CJ 202 CJ 208 CJ/SOC 272 LES elective (Breadth) w/ lab Elective  3 3 3 5 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 17
3	CJ 302 CJ 366 (Cultures-US) CJ elective Elective Elective	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15	CJ 303/SOC 303 CJ elective CJ elective IS Elective Elective  3 3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 18
4	CJ elective CJ elective Elective Elective Elective	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15	CJ 488 Elective Elective Elective  3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 12

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Sociology (BA)**

**Minor: None**

**This major requires minimum of 38 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 42 hours of free electives).**

YEAR	FALL	SPRING
1	FL 101 (LC-Breadth) 4 ENG 101 3 SOC 111 (SS-Breadth) 3 ANTH 111 (Cultures-Intl) 3 NFS 3	SPAN 102 4 RA 101 3 ENG 102 3 QL 101 3 FPA elective (Breadth) 3
	16	16
2	SOC elective 3 PS elective (Breadth) 3 SPC 105 3 HELP elective (Breadth) 3 Elective 3	SOC elective 3 LES elective (Breadth) /w lab 4 Elective 3 Elective 3 Elective 3
	15	17
3	SOC elective 3 SOC elective/304 (Cultures-US) 3 Elective 3 Elective 3 IS 3	SOC 301 3 SOC elective 3 SOC elective 3 Elective 3 Elective 3
	15	15
4	SOC 302 3 SOC 303 3 SOC elective 3 Elective 3 Elective 3	SOC 495 3 Elective 3 Elective 3 Elective 3 Elective 3
	15	15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Sociology (BS)**

**Minor: None**

**This major requires minimum of 40 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 45 hours of free electives).**

YEAR	FALL	SPRING
1	PS elective (Breadth) w/ lab ENG 101 SOC 111 (SS-Breadth) ANTH 111 (Cultures-Intl) NFS (LC-Breadth)	RA 101 ENG 102 QL 101 FPA elective (Breadth) Elective
	17	15
2	SOC elective SPC 105 HELP elective (Breadth) Elective Elective	SOC elective LES elective (Breadth) w/ lab Elective Elective Elective
	15	17
3	SOC elective SOC elective/304 (Cultures-US) Elective Elective IS	SOC 301 SOC elective SOC elective Elective Elective
	15	15
4	SOC 302 SOC 303 SOC elective Elective Elective	SOC 495 Elective Elective Elective Elective
	15	15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Sociology: Employment Relations (BS)**

**Minor: None**

**This major requires minimum of 43 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 36 hours of free electives).**

YEAR	FALL	SPRING	
1	ENG 101 RA 101 SOC 111 (SS-Breadth) SOC elective NFS	3 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15	ENG 102 QL 101 FPA elective (Breadth) HELP elective (Breadth) Elective 3 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15
2	SOC elective SPC 105 Elective Cultures-Intl PS elective w/ lab (Breadth)	3 3 3 3 5 <hr style="width: 20%; margin: 0 auto;"/> 17	SOC 304/308 (Cultures-US) SOC elective STAT 107/CMIS 108 LES elective (Breadth) w/ lab Elective 3 3 3 5 3 <hr style="width: 20%; margin: 0 auto;"/> 17
3	SOC 301 IS LC elective (Breadth) Elective Elective	3 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15	SOC 302 SOC elective Elective Elective Elective 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15
4	SOC 303 SOC 338 SOC elective Elective Elective	3 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15	SOC 431 SOC 433 Elective Elective Elective 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**xvii. Department of Speech Communication**

**Typical Program of Study**

**Major: Speech Communication (BA)**

**Minor: Undetermined\***

**This major requires minimum of 33 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 21 hours of free electives).**

YEAR	FALL	SPRING		
1	FL 101 ENG 101 RA 101 SS elective (Breadth) NFS: SPC 103 (LC-Breadth; Cultures-US)	4 3 3 3 3 <hr/> 16	FL 102 ENG 102 QL 101 SPC 105 HELP elective (Breadth)	4 3 3 3 3 <hr/> 16
2	SPC 200 SPC track requirement Cultures-Intl LES elective (Breadth) FPA elective (Breadth)	3 3 3 3 3 <hr/> 15	SPC 330 SPC track requirement PS elective (Breadth) w/ lab Elective	3 3 5 3 <hr/> 17
3	SPC 329 SPC track requirement SPC track requirement Minor IS	3 1 3 3 3 <hr/> 15	SPC track requirement SPC track requirement SPC track requirement Minor Minor	3 3 3 3 3 <hr/> 15
4	SPC track requirement Elective Elective Elective Minor	3 3 3 3 3 <hr/> 15	SPC 409/415 Elective Elective Elective Minor	1 3 3 3 3 <hr/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**\*Four courses of the minor or electives would have to be in fine arts or humanities disciplines to qualify for a BA.**

## Typical Program of Study

**Major: Speech Communication (BS)**

**Minor: Undetermined**

**This major requires minimum of 31 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 19 hours of free electives).**

YEAR	FALL	SPRING	
1	ENG 101 RA 101 QL 101 FPA elective (Breadth) NFS: SPC 103 (LC-Breadth, Cultures-US)	3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	SPC 105 ENG 102 SS elective (Breadth) HELP elective (Breadth) PS elective (Breadth) w/ lab  SPC 330 SPC track requirement FL 102 Minor Elective  SPC track requirement SPC track requirement SPC track requirement Minor Minor  SPC 409/415 Elective/Minor Elective Elective  <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17
2	SPC 200 SPC track requirement FL 101 Minor Elective	3 3 4 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 16	SPC 330 SPC track requirement FL 102 Minor Elective  SPC track requirement SPC track requirement SPC track requirement Minor Minor  SPC 409/415 Elective/Minor Elective Elective  <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 13
3	SPC 329 SPC track requirement SPC track requirement LES elective w/ lab IS (Cultures-Intl)	3 3 3 5 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17	SPC track requirement SPC track requirement SPC track requirement Minor Minor  SPC track requirement SPC track requirement SPC track requirement Minor Minor  SPC 409/415 Elective/Minor Elective Elective  <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 13
4	SPC track requirement Elective Elective Minor Minor	3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	SPC 409/415 Elective/Minor Elective Elective  SPC track requirement SPC track requirement SPC track requirement Minor Minor  SPC 409/415 Elective/Minor Elective Elective  <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 13

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*Four courses of the minor or electives would have to be in sciences disciplines to qualify for a BS.

**xviii. Department of Theater and Dance**

**Typical Program of Study**

**Major: Theater and Dance: Dance Emphasis (BA)\***

**Minor: None**

**This major requires minimum of 36 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 39 hours of free electives).**

YEAR	FALL	SPRING		
1	DANC 114 ENG 101 RA 101 THEA 112a (FPA-Breadth) NFS	3 3 3 3 3	ENG 102 QL 101 SPC 105 THEA 114a or 114b THEA 150, 160, 170 (select one)	3 3 3 3 3
		15		15
2	DANC 210, 211, or 430 (select one) THEA 199 FL 101 (LC-Breadth; Cultures-Intl) HELP elective (Breadth) SS elective (Breadth) Elective	2 0 4 3 3 3	THEA 199 THEA 220 FL 102 LES elective (Breadth) w/lab Cultures-US Elective	0 3 4 3 3 3
		15		16
3	DANC 220 DANC 230 DANC 310a DANC 311a PS elective (Breadth) w/ lab Elective	3 2 2 2 3 3	DANC 310b DANC 311b THEA 199 IS Elective Elective Elective	2 2 0 3 3 3 3
		15		16
4	DANC 410a, 410b, 411a, or 411b (select 1) DANC 420a DANC 433 THEA 199 Elective Elective Elective	2 2 2 2 0 3 3 3	DANC 420b DANC 499 Elective Elective Elective Elective	2 3 3 3 3 3 3
		15		17

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*A BS could also be earned with this emphasis. However, students will need to take two laboratory courses and a minimum of 8 total courses from SS, PS, and LES disciplines to earn a BS. There are enough electives in this program to do so, with several electives to spare.

## Typical Program of Study

**Major: Theater and Dance: Performance (BA)**

**Minor: None**

**This major requires minimum of 36 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 21 hours of free electives).**

YEAR	FALL	SPRING		
1	DANC 114 ENG 101 RA 101 THEA 112a (FPA-Breadth) NFS THEA 114a	3 3 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 18	ENG 102 QL 101 THEA 112b THEA 114b THEA 150, 160, 170 (select one)	3 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 15
2	THEA 199 THEA 201a THEA 215a HELP elective (Breadth) SS elective (Breadth) SPC 105	0 3 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 15	THEA 199 THEA 220 THEA 201b THEA elective Cultures-US Elective	0 3 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 15
3	THEA 310b THEA 312 THEA approved elective LES elective (Breadth) FL 101 (LC-Breadth; Cultures-Intl)	3 3 3 3 4 <hr style="width: 50%; margin: 0 auto;"/> 16	THEA 199 THEA 310a THEA elective IS PS elective (Breadth) w/ lab FL 102	0 3 3 3 3 4 <hr style="width: 50%; margin: 0 auto;"/> 16
4	THEA 199 THEA 410 THEA Elective, as needed Elective Elective Elective	0 3 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 15	THEA 499a Approved Elective Elective Elective Elective	2 3 3 3 3 <hr style="width: 50%; margin: 0 auto;"/> 14

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\* I have assumed here that the Fine Arts history courses in second year were to satisfy general education, since they are not listed in the major.... There are enough electives\* to rectify this if I am wrong.

## Typical Program of Study

**Major: Theater and Dance: Performance (BS)\***

**Minor: None**

**This major requires minimum of 36 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 18 hours of free electives).**

YEAR	FALL	SPRING		
1	DANC 114 ENG 101 RA 101 THEA 112a (FPA) NFS THEA 114a	3 3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 18	ENG 102 QL 101 THEA 112b THEA 114b THEA 150, 160, 170 (select one)	3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
2	THEA 199 THEA 201a THEA 215a HELP elective (Breadth; Cultures-Intl) SS elective (Breadth) SPC 105	0 3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	THEA 199 THEA 220 THEA 201b THEA elective Cultures-US Elective	0 3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
3	THEA 310b THEA 312 THEA approved elective LES elective w/ lab (Breadth) LC elective (Breadth)	3 3 3 3-4 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15-16	THEA 199 THEA 310a THEA elective Elective IS PS elective w/ lab (Breadth)	0 3 3 3 3 3-4 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15-16
4	THEA 199 THEA 410 THEA Elective, as needed Elective Elective	0 3 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	THEA 499a Approved Elective Elective Elective Elective	2 3 3 3 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**\*A total of eight courses from SS, LES and PS are needed to obtain a BS, along with a minimum of two lab classes.**

**B. School of Business**

**i. Department of Accounting**

**Typical Program of Study**

Major: Accountancy (BS)

Minor: Undetermined

This major requires minimum of **29 General Education hours** (not counting hours already included in major/minor) and 124 total hours for graduation (includes 16 hours of free electives).

YEAR	FALL	SPRING	
1	ENG 101 QL 101 SPC 105 ECON 111 (SS-Breadth) NFS: (LC-Breadth)	3 3 3 3 3 <hr/> 15	ECON 112 ENG 102 RA 101 HIST 111b (HELP-Breadth; Cultures-Intl) CMIS 108 3 3 3 3 3 <hr/> 15
2	ACCT 200 MS 250 POLS 112 LES elective w/ lab (Breadth) Elective	3 3 3 4 3 <hr/> 16	MS 251 PS elective w/ lab (Breadth) Elective Elective Elective 4 4 3 3 <hr/> 17
3	ACCT 200 ACCT 315 CMIS 342 MGMT 342 Elective	3 3 3 3 4 <hr/> 16	ACCT 302 ACCT 311 MGMT 341 (Cultures-US) MKTG 300 PROD 315 3 3 3 3 3 <hr/> 15
4	ACCT 303 ACCT 312 ACCT 340 FIN 320 FPA elective (Breadth)	3 3 3 3 3 <hr/> 15	ACCT 321 ACCT 401 ACCT 431 MGMT 441 IS 401 3 3 3 3 3 <hr/> 15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*Three courses of the minor or electives would have to be in sciences disciplines to qualify for a BS.

## ii. Department of Computer Management and Information Systems

### Typical Program of Study

**Major: Computer Management and Information Systems (BS)**

**Minor: Undetermined**

**This major requires minimum of 26 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 14 hours of free electives).**

YEAR	FALL	SPRING		
1	CMIS 108 ENG 101 MATH 120** ECON 111 (SS-Breadth) NFS: (LC-Breadth)	3 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15	ECON 112 ENG 102 RA 101 SPC 105 MS 250	3 3 3 3 4 <hr style="width: 20%; margin: 0 auto;"/> 16
2	ACCT 200 CMIS 142 HIST 111b (HELP-Breadth; Cultures-Intl) POLS 112 MS 251	3 3 3 3 4 <hr style="width: 20%; margin: 0 auto;"/> 16	MS 251 FPA elective (Breadth) PS elective w/ lab (Breadth) LES elective w/ lab (Breadth)	4 3 4 4 <hr style="width: 20%; margin: 0 auto;"/> 15
3	ACCT 210 MGMT 340 MKTG 300 Elective Elective	3 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15	CMIS 342 FIN 320 MGMT 341 (Cultures-US) Elective specialization Elective(s)	3 3 3 3 5 <hr style="width: 20%; margin: 0 auto;"/> 17
4	IS 401 PROD 315 Elective specialization Elective specialization Elective	3 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15	MGMT 441 Research Requirement BUS elective Elective specialization Elective specialization	3 3 3 3 3 <hr style="width: 20%; margin: 0 auto;"/> 15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*One course of the minor or electives would have to be in sciences disciplines to qualify for a BS.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 250 as the Quantitative Literacy Foundations requirement.

**iii. Department of Economics and Finance**

**Typical Program of Study**

**Major: Business Economics and Finance (BS)**

**Minor: Undetermined**

**This major requires minimum of 26 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 13 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101 CMIS 108 SPC 105 ECON 111 (SS-Breadth) NFS (LC-Breadth)	3 3 3 3 3 <hr/> 15	ECON 112 MS 250** ENG 102 RA 101 LES elective w/ lab (Breadth)	3 3 3 3 4 <hr/> 16
2	ACCT 200 MS 250 HIST 111b (HELP-Breadth; Cultures-Intl) POLS 112 MS 251	3 3 3 4 3 <hr/> 16	ECON 301 ECON 302 ACCT 210 PS elective w/ lab (Breadth) FPA elective (Breadth)	3 3 3 4 3 <hr/> 16
3	FIN 320 CMIS 342 MGMT 340 Elective Elective	3 3 3 3 4 <hr/> 16	ECON elective FIN 420 MGMT 341 (Cultures-US) MKTG 300 PROD 315	3 3 3 3 3 <hr/> 15
4	ECON 435 ECON/FIN 415 or 417 FIN 460 Elective international Elective	3 3 3 3 2 <hr/> 14	FIN 430 FIN elective MGMT 441 IS 401 Elective	3 3 3 3 3 <hr/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 250 as the Quantitative Literacy Foundations requirement.**

**iv. Department of Management and Marketing**  
**Typical Program of Study**

**Major: Business Administration (BS)**

**Minor: Undetermined**

**This major requires minimum of 23 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 16 hours of free electives).**

YEAR	FALL	SPRING	
1	ENG 101 MATH 120** SPC 105 ECON 111 (SS-Breadth) NFS (LC-Breadth)	3 3 3 3 3 <hr/> 15	ECON 112 ENG 102 RA 101 PS elective w/ lab (Breadth) CMIS 108  3 3 3 4 3 <hr/> 16
2	ACCT 200 MS 250 POLS 112 LES elective w/ lab (Breadth) Elective	3 3 3 4 3 <hr/> 16	MS 251 FPA elective (Breadth) Elective HIST 111b (HELP-Breadth; Cultures-Intl) Elective  4 3 3 3 3 <hr/> 16
3	ACCT 210 MGMT 340 MKTG 300 Elective Elective	3 3 3 3 4 <hr/> 16	CMIS 342 FIN 320 MGMT 341 (Cultures-US) Elective specialization Elective  3 3 3 3 3 <hr/> 15
4	IS 401 PROD 315 Elective specialization Elective specialization Elective	3 3 3 3 3 <hr/> 15	MGMT 441 Research Requirement BUS elective Elective specialization Elective specialization  3 3 3 3 3 <hr/> 15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*Three courses of the minor or electives would have to be in sciences disciplines to qualify for a BS.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 250 as the Quantitative Literacy Foundations requirement.

### C. School of Education

#### i. Department of Curriculum and Instruction

### Typical Program of Study

Major: Early Childhood Education (BS)

Minor: None

This major requires minimum of 18 General Education hours (not counting hours already included in major/minor) and 131 total hours for graduation (includes 0 hours of free electives).

YEAR	FALL	SPRING
1	GEOG 111 (Cultures-Intl) 3 ENG 101 3 ART 111 (FPA-Breadth) 3 MATH 112a** 3 NFS:SPC 103 (LC-Breadth; Cultures-US) 3 PSYC 111 (SS-Breadth) 3 <hr/> 18	ESCI 111 (LES-Breadth) 3 SPC 105 3 ENG 102 3 MATH 112b (PS-Breadth) 3 MUS 111 3 RA 101 3 <hr/> 18
2	CI 200 2 ENG elective 3 HIST 200 (HELP-Breadth) 3 Academic Emphasis Area 3 Academic Emphasis Area 3 Academic Emphasis Area 3 <hr/> 17	HED 201 3 HIST 201 3 SCI 241/341 w/ lab 3 LES/PS/SS elective w/ lab 3 Academic Emphasis Area 3 Academic Emphasis Area 3 <hr/> 18
3	Partnership Program Course 1 Partnership Program Course 3 Partnership Program Course 3 Partnership Program Course 3 Professional Education Course 3 Professional Education Course 3 IS (Cultures-Intl) 3 <hr/> 19	Partnership Program Course 1 Partnership Program Course 3 Partnership Program Course 3 Partnership Program Course 3 Professional Education Course 3 Professional Education Course 3 Academic Emphasis Area 3 <hr/> 16
4	Partnership Program Course 1 Partnership Program Course 3 Partnership Program Course 3 Partnership Program Course 3 Partnership Program Course 3 <hr/> 13	Partnership Program Course 5 Partnership Program Course 5 Partnership Program Course 2 <hr/> 12

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 111 or MATH 120 as the Quantitative Literacy Foundations requirement.

CMIS 108 removed from schedule. It is not required under this general education curriculum.

## Typical Program of Study

**Major: Elementary Education (BS)**

**Minor: None**

**This major requires minimum of 18 General Education hours (not counting hours already included in major/minor) and 128 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING
1	<p>ENG 101 3</p> <p>MUS 111 (FPA-Breadth) 3</p> <p>RA 101 3</p> <p>MATH 112a** 3</p> <p>NFS:SPC 103 (LC-Breadth; Cultures-US) 3</p> <p>PSYC 111 (SS-Breadth) 3</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">18</p>	<p>ESCI 111 (LES-Breadth) 3</p> <p>SPC 105 3</p> <p>ENG 102 3</p> <p>HIST 200 (HELP-Breadth) 3</p> <p>MATH 112b (SS-Breadth) 3</p> <p>CI 200 2</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">17</p>
2	<p>GEOG 111 (Cultures-Intl) 2</p> <p>HED 201 3</p> <p>HIST 201 3</p> <p>PSYC 201 3</p> <p>Academic Emphasis Area 3</p> <p>Academic Emphasis Area 3</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">18</p>	<p>ENG elective 3</p> <p>LES/PS/SS elective w/ lab 3</p> <p>Academic Emphasis Area 3</p> <p>Academic Emphasis Area 3</p> <p>Academic Emphasis Area 3</p> <p>Professional Education Course 3</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">18</p>
3	<p>CI 314 1</p> <p>Partnership Program Course 3</p> <p>Partnership Program Course 3</p> <p>Professional Education Course 3</p> <p>Professional Education Course 3</p> <p>IS (Cultures-Intl) 3</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">16</p>	<p>CI 314 1</p> <p>Partnership Program Course 3</p> <p>Partnership Program Course 3</p> <p>Professional Education Course 3</p> <p>Professional Education Course 3</p> <p>SCI 241/341 w/ lab 3</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">16</p>
4	<p>CI 314 1</p> <p>Partnership Program Course 3</p> <p>Partnership Program Course 3</p> <p>Partnership Program Course 3</p> <p>Partnership Program Course 3</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">13</p>	<p>Partnership Program Course 10</p> <p>Partnership Program Course 2</p> <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">12</p>

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in **red**; courses that satisfy general education and major in **green**; general education and minor in **blue**; multiple general education requirements in **brown**.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 111 or MATH 120 as the Quantitative Literacy Foundations requirement.

CMIS 108 removed from schedule. It is not required under this general education curriculum.

**ii. Department of Kinesiology and Health Education**  
**Typical Program of Study**

**Major: Health Education (BS)**

**Minor: None**

**This major requires minimum of 24 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING	
1	ENG 101 QL 101 NFS:SPC 103 (LC-Breadth; Cultures-US) CMIS 108 PSYC 111 (SS-Breadth)	3 3 3 3 3 <hr/> 15	BIOL 111 (LES-Breadth) ENG 102 RA 101 PSYC 206 HED 201  <hr/> 15
2	HED 205 SPC 105 BIOL 203 CHEM 120a & 124a (PS-Breadth) SOC 111	3 3 3 4 3 <hr/> 16	HED 334 HED 380 NURS 234 SPC 201/213/223 FPA elective (Breadth) HELP elective (Breadth; Cultures-Intl)  <hr/> 17
3	HED 355 HED 360 BIOL 240a IS (Cultures-Intl) Major elective	2 3 4 3 3 <hr/> 16	HED 405 HED 455 HED 470 HED requirement Major elective  <hr/> 15
4	HED 390 HED 391 HED requirement HED requirement Major elective	3 3 3 3 3 <hr/> 15	HED 499  <hr/> 12

SUMMER  
 HED 313      3

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Typical Program of Study

**Major: Kinesiology (BS)**

**Minor: None**

**This major requires minimum of 37 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 4 hours of free electives).**

YEAR	FALL	SPRING		
1	ENG 101 RA 101 QL 101 NFS:SPC 103 (LC-Breadth; Cultures-US) HELP elective (Breadth)	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15	BIOL 111 (LES-Breadth) SPC 105 ENG 102 CMIS 108/STAT 107 SS elective (Breadth)	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15
2	CI 200 KIN 315 PS elective (Breadth) w/ lab FPA elective (Breadth) Elective	2 3 5 3 1 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 14	HED 201 EPFR 315 SPE 400 Cultures-Intl Elective	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15
3	KIN 302 KIN 303 KIN 320 KIN 330 KIN 332 IS (Cultures-Intl)	2 3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 17	KIN 304 KIN 307 KIN 316 KIN 325 KIN 334 KIN 440	3 3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 18
4	KIN 305 KIN 420 KIN 430 KIN 435 EPFR 320	3 3 3 3 3 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15	KIN 455 KIN 461 KIN 462	3 6 6 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**iii. Department of Psychology**

**Typical Program of Study**

**Major: Psychology (BA\*)**

**Minor: None**

**This major requires minimum of 38 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 21 hours of free electives).**

YEAR	FALL		SPRING	
1	PSYC 111 (SS-Breadth)	3	PSYC 200	3
	ENG 101	3	SPC 105	3
	RA 101	3	ENG 102	3
	NFS (Cultures-US)	3	QL 101	3
	FL 101 (LC-Breadth)	4	FL 102	4
		16		16
2	PSYC 201/203/204	3	PSYC 206	3
	PSYC 220	3	PSYC 221	3
	Science w/ lab (LES Breadth)	5	PS elective (Breadth)	3
	Minor	3	HELP elective (Breadth)	3
	Elective	3	Minor	3
		17		15
3	PSYC 208	3	PSYC elective	3
	PSYC elective	3	IS (Cultures-Intl)	3
	FPA elective (Breadth)	3	Minor	3
	Minor	3	Minor	3
	Elective	3	Elective	3
		15		15
4	PSYC 494	3	PSYC elective	3
	PSYC elective	3	Minor	3
	Minor	3	Minor	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		15		15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*Four courses of the minor or electives would have to be in fine arts or humanities disciplines to qualify for a BA.

## Typical Program of Study

**Major: Psychology (BS)**

**Minor: None**

**This major requires minimum of 40 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 24 hours of free electives).**

YEAR	FALL	SPRING
1	PSYC 111 (SS-Breadth) 3 ENG 101 3 RA 101 3 QL 101 3 NFS:SPC 103 (LC-Breadth; Cultures-US) 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	PSYC 200 3 SPC 105 3 ENG 102 3 HELP elective (Breadth) 3 FPA elective (Breadth) 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
2	PSYC 201/203/204 3 PSYC 220 3 Science w/ lab (LES-Breadth) 5 Minor 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17	PSYC 206 3 PSYC 221 3 Science w/ lab (PS-Breadth) 5 Minor 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17
3	PSYC 208 3 PSYC elective 3 Cultures-Intl 3 Minor 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	PSYC elective 3 IS 3 Minor 3 Minor 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15
4	PSYC 494 3 PSYC elective 3 Minor 3 Elective 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15	PSYC elective 3 Minor 3 Minor 3 Elective 3 Elective 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 15

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

**v. Department of Special Education and Communication Disorders**  
**Typical Program of Study**

**Major: Special Education (BS)**

**Minor: None**

**This major requires minimum of 21 General Education hours (not counting hours already included in major/minor) and 130 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING
1	BIOL 111 (LES-Breadth) 3 ENG 101 3 RA 101 3 QL 101 3 NFS:SPC 103 (LC-Breadth; Cultures-US) 3	ART 111 (FPA Breadth) 3 SPC 105 3 ENG 102 3 MATH 111/120** 3 GEOG 111 (SS-Breadth) 3
	15	15
2	PSYC 111 3 SPE 200 3 GEOG 210/211 3 Science w/ lab 3	POLS 112 3 STAT 107/CMIS 108 3 MUS 111 3 CHEM 120a/124a (PS-Breadth & lab) 4 HIST 200/201 (HELP Breadth) 3
	12	16
3	SPE 405 6 EPFR 315 3 EPFR 320 3 IS (Cultures-Intl) 3	SPE 412a 3 SPE 412b 3 SPE 416 3 KIN 325 3
	15	12
4	SPE 415 3 SPE 430 3 SPE 450 3 SPE 470 3 SPE 490 3	SPE 417 6 SPE 418 3 SPE 421 6
	15	15

Additional: SPE 481 3  
 SPE 499 12  
 15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 111 or MATH 120 as the Quantitative Literacy Foundations requirement.

**D. School of Engineering**

**i. Department of Civil Engineering**

**Typical Program of Study**

Major: Civil Engineering (BS)

Minor: None

This major requires minimum of 21 General Education hours (not counting hours already included in major/minor) and 133 total hours for graduation (includes 0 hours of free electives).

YEAR	FALL	SPRING		
1	NFS: IME 106* ENG 101 MATH 150* CHEM 131 CHEM 135	3 3 5 4 1 <hr/> 16	SPC 105 ENG 102 MATH 152 PHYS 211a (PS-Breadth) PHYS 212a (lab)	3 3 5 4 1 <hr/> 16
2	CE 204 MATH 250 PHYS 211b PHYS 212b ECON 111 (SS-Breadth) CS 240	3 4 4 1 3 3 <hr/> 18	CE 206 CE 207L CD 242 MATH 305 ME 362 FPA elective (Breadth) STAT 380	2 1 3 3 3 3 3 <hr/> 18
3	CE 315 CE 342 CE 354 CE 354L ME 310 LES elective (Breadth)	3 3 3 1 3 3 <hr/> 16	CE 330 CE 330L CE 343 CE 378 CE 380 SPC103 (LC-Breadth, Cultures-US) IS (Cultures-Intl)	2 1 3 3 3 3 3 <hr/> 18
4	CE 460 CE 416 (CE 455) CE elective I ECE 210 PHIL 323 (HELP-Breadth)	3 3 3 3 3 <hr/> 15	CE 415L CE 493 CE elective II CE elective III CE elective IV IME 345	1 3 3 3 3 3 <hr/> 16

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\* Students would have to pass a proficiency exam for RA 101 to take IME 106 in place of this Foundations requirement.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

**ii. Department of Computer Engineering**

**Typical Program of Study**

**Major: Computer Engineering (BS)**

**Minor: None**

**This major requires minimum of 21 General Education hours (not counting hours already included in major/minor) and 132 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING
1	NFS: IME 106* ENG 101 MATH 150* CHEM 131 CHEM 135  <hr/> 16	CS 140 ENG 102 MATH 152 PHYS 211a (PS-Breadth) PHYS 212a (lab)  <hr/> 16
2	ECE 210 MATH 250 PHYS 211b PHYS 212b CS 150 SPC 105  <hr/> 18	ECE 211 ECE 282 CS 240 MATH 305 FPA elective (Breadth)  <hr/> 17
3	ECE 326 ECE 351 ECE 352 CS 312 MATH 355  <hr/> 18	ECE 375 ECE 381 ECE 483 ECE/CS elective ECON 111 (SS-Breadth)  <hr/> 15
4	ECE 404 ECE/CS elective CS 414 PHIL 323 (HELP-Breadth) LES elective (Breadth)  <hr/> 15	ECE 405 ECE/CS elective ECE/CS elective IME 345 IS (Cultures-Intl) SPC103 (LC-Breadth, Cultures-US)  <hr/> 17

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\* Students would have to pass a proficiency exam for RA 101 to take IME 106 in place of this Foundations requirement.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

**iii. Department of Computer Science**

**Typical Program of Study**

**Major: Computer Science (BA)**

**Minor: None**

**This major requires minimum of 31 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 6 hours of free electives).**

YEAR	FALL	SPRING	
1	NFS: IME 106* ENG 101 FL 101 (LC Breadth) CS 111 CS 140	3 3 4 3 4 <hr/> 17	CS 150 ENG 102 MATH 150** FL 102  3 3 5 4  <hr/> 15
2	CS 240 HELP elective (Breadth) MATH 224 SPC 105 SS elective (Breadth, Cultures-US)	3 3 3 3 3 <hr/> 15	CS 325 CS 312 CS 340 Minor LES elective (Breadth) w/ lab  3 3 3 3 4 <hr/> 16
3	CS 275 STAT 244 PS elective (Breadth) FPA elective (Breadth) Minor	3 4 3 3 3 <hr/> 16	CS 321 CS 414 IS (Cultures-Intl) Minor Minor  3 3 3 3 3 <hr/> 15
4	CS 330 CS 425 CS elective I Minor Elective	3 3 3 3 3 <hr/> 15	CS 499 CS elective II Elective/Minor Elective Minor  3 3 3 3 3 <hr/> 15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\* Students would have to pass a proficiency exam for RA 101 to take IME 106 in place of this Foundations requirement.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

## Typical Program of Study

**Major: Computer Science (BS)**

**Minor: None**

**This major requires minimum of 32 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 8 hours of free electives).**

YEAR	FALL	SPRING		
1	NFS: IME 106* ENG 101 MATH 150* CS 111 CS 140	3 3 5 3 4	CS 150 ENG 102 MATH 152 SPC 105 FPA elective (Breadth)	3 3 5 3 3
	18	17		
2	CS 240 PS elective (Breadth) w/ lab MATH 224 MATH elective SS elective (Breadth, Cultures-US)	3 3 3 3 3	CS 275 CS 312 CS 340 LES elective (Breadth) w/ lab	3 3 3 4
	15	14		
3	CS 321 ECE 282 STAT 380 Elective	3 4 3 4	CS 325 CS 414 CS elective I CS elective II HELP elective (Breadth)	3 3 3 3 3
	14	15		
4	CS 330 CS 425 ECE 483 IS (Cultures-Intl) LC elective (Breadth)	3 3 3 3 3	CS 499 CS elective III CS elective IV CS elective V Elective	3 3 3 3 4
	15	16		

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in **red**; courses that satisfy general education and major in **green**; general education and minor in **blue**; multiple general education requirements in **brown**.

\* Students would have to pass a proficiency exam for RA 101 to take IME 106 in place of this Foundations requirement.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

**iv. Department of Construction**

**Typical Program of Study**

**Major: Construction Management (BS)**

**Minor: None**

**This major requires minimum of 21 General Education hours (not counting hours already included in major/minor) and 130 total hours for graduation (includes 8 hours of free electives).**

YEAR	FALL	SPRING	
1	NFS: IME 106* ENG 101 MATH 150** CHEM 120a (PS-Breadth) CHEM 124a (lab) CNST 120	3 3 5 3 1 2 <hr/> 17	Stat 244 ENG 102 MATH 152 PHYS 211a PHYS 212a  <hr/> 17
2	ACCT 200 CNST 202 CNST 241 ECON 111 (SS Breadth) SPC 105	3 3 4 3 3 <hr/> 16	ECON 112 CNST 264 CNST 201 ACCT 210 FPA elective (Breadth; Cultures-US)  <hr/> 16
3	CNST 341 FIN 320 CNST 332 CNST 351 LC elective (Breadth; Cultures-Intl)	3 3 3 4 3 <hr/> 16	CNST 301 CNST 321 CNST 353 Tech elective 1 CNST 451  <hr/> 17
4	ECON 331 CNST 403 IS 401 Tech Elective 2 CONST 470	3 4 3 3 3 <hr/> 15	CNST 452 CNST 411 Tech Elective 3 HELP elective (Breadth) LES elective (Breadth)***  <hr/> 16

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\* Students would have to pass a proficiency exam for RA 101 to take IME 106 as the Logical Reasoning Foundations requirement.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

\*\*\* Construction might consider allowing CNST 301 Soils as a candidate for Life and Earth Sciences credit.

**v. Department of Electrical Engineering**

**Typical Program of Study**

**Major: Electrical Engineering (BS)**

**Minor: None**

**This major requires minimum of 21 General Education hours (not counting hours already included in major/minor) and 132 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING
1	NFS: IME 106* ENG 101 MATH 150* CHEM 131 CHEM 135  <hr/> 16	SPC 105 ENG 102 MATH 152 PHYS 211a (PS-Breadth) PHYS 212a (lab)  <hr/> 16
2	ECE 210 MATH 250 PHYS 211b PHYS 212b ECON 111 (SS-Breadth) CS 145  <hr/> 18	ECE 211 ECE 282 MATH 305 FPA elective (Breadth) LES elective (Breadth)  <hr/> 17
3	ECE 326 ECE 351 ECE 352 MATH 355  <hr/> 15	ECE 327 ECE 340 ECE 365 ECE 375 ME 244  <hr/> 17
4	ECE 341 ECE 404 ECE elective I ECE elective II PHIL 323 (HELP-Breadth)  <hr/> 16	ECE elective III ECE elective IV ECE 405 IME 345 IS (Cultures-Intl) SPC103 (LC-Breadth, Cultures-US)  <hr/> 17

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\* Students would have to pass a proficiency exam for RA 101 to take IME 106 as the Logical Reasoning Foundations requirement.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

**vi. Department of Industrial/Manufacturing Engineering**  
**Typical Program of Study**

**Major: Manufacturing Engineering (BS)**

**Minor: None**

**This major requires minimum of 21 General Education hours (not counting hours already included in major/minor) and 135 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING		
1	NFS: IME 106* ENG 101 MATH 150* CHEM 131 CHEM 135	3 3 5 4 1 <hr/> 16	SPC 105 ENG 102 MATH 152 PHYS 211a (PS-Breadth) PHYS 212a (lab)  CE 242 CS 145 ECE 210 MATH 305 ME 262 LES elective (Breadth)	3 3 5 4 1  4 3 3 3 3 3 <hr/> 19
2	CE 204 MATH 250 PHYS 211b PHYS 212b ECON 111 (SS-Breadth) CE 240	3 4 4 1 3 3 <hr/> 18	IME 345 IME 465 IME 470 IME 482 ME 315 SPC 103 (LC-Breadth, Cultures-US)	3 3 3 3 3 3 <hr/> 18
3	IME 365 IME 370 IME 375 ME 310 ME 370 FPA elective (Breadth)	3 3 3 3 3 3 <hr/> 18	IME 475 IME 476 IME 490 IME elective III PHIL 323 (HELP-Breadth)	3 3 3 3 3 <hr/> 15
4	IME 480 IME 483 IME elective I IME elective II IS (Cultures-Intl)	3 3 3 3 3 <hr/> 15	IME 475 IME 476 IME 490 IME elective III PHIL 323 (HELP-Breadth)	3 3 3 3 3 <hr/> 15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\* Students would have to pass a proficiency exam for RA 101 to take IME 106 as the Logical Reasoning Foundations requirement.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

**vii. Department of Mechanical Engineering**  
**Typical Program of Study**

**Major: Mechanical Engineering (BS)**

**Minor: None**

**This major requires minimum of 21 General Education hours (not counting hours already included in major/minor) and 131 total hours for graduation (includes 0 hours of free electives).**

YEAR	FALL	SPRING	
1	NFS: IME 106* ENG 101 MATH 150* CHEM 131 CHEM 135	3 3 5 4 1 <hr/> 16	CS 145 ENG 102 MATH 152 PHYS 211a (PS-Breadth) PHYS 212a (lab)  3 3 5 4 1 <hr/> 16
2	CS 204 MATH 250 PHYS 211b PHYS 212b CE 240 SPC 105	3 4 4 1 3 3 <hr/> 18	ME 262 CE 242 ECE 210 ECON 111 (SS-Breadth) MATH 305  3 3 3 3 3 <hr/> 15
3	ME 310 ME 350 ME 356L ME 370 PHIL 323 (HELP-Breadth) STAT 380	3 3 2 3 3 3 <hr/> 17	IS (Cultures-Intl) ME 312 ME 315 ME 356 ME 380 ME 380L  3 3 3 3 3 <hr/> 18
4	ME 410 ME 410L ME elective ME elective IME 345 FPA elective (Breadth)	3 1 3 3 3 3 <hr/> 16	ME 480 ME elective ME elective LES elective (Breadth) SPC 103 (LC-Breadth, Cultures-US)  3 3 3 3 3 <hr/> 15

General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.

\* Students would have to pass a proficiency exam for RA 101 to take IME 106 as the Logical Reasoning Foundations requirement.

\*\* Students would have to pass a proficiency exam for QL 101 to take MATH 150 as the Quantitative Literacy Foundations requirement.

**E. School of Nursing**

**Typical Program of Study**

**Major: Nursing (BS)**

**Minor: None**

**This major requires minimum of 21 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 3 hours of free electives).**

YEAR	FALL	SPRING
1	BIOL 111 (LES–Breadth) 3 ENG 101 3 CHEM 120n (PS–Breadth) 4 CHEM 124n (lab) 1 NFS: SPC103 (LC–Breadth, Cultures-US) 3 QL 101 3 <hr/> 17	BIOL 250 3 PSYC 111 (SS-Breadth) 3 ENG 102 3 RA 101 3 BIOL 240a 4 <hr/> 16
2	SPC 105 3 NURS 230 2 NURS 233 3 NURS 234 3 BIOL 240b 4 STAT 107 3 <hr/> 18	NURS 240 4 NURS 241 4 NURS 242 1 NURS 243 3 NURS 244 3 NURS 245 2 <hr/> 17
3	NURS 352 5 NURS 353 5 IS (Cultures-Intl) 3 FPA elective (Breadth) 3 <hr/> 16	NURS 354 5 NURS 355 5 PHIL 320 (HELP – Breadth) 3 <hr/> 13
4	NURS 472 3 NURS 474 5 NURS 475 5 NURS 479 1 <hr/> 14	NURS 481 3 NURS 476 5 NURS 482 4 NURS 489 1 <hr/> 13

**General Education courses are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy general education and major in green; general education and minor in blue; multiple general education requirements in brown.**

## Appendix E: IAI Mapping

Our design was not constructed based on the Illinois Articulation Initiative - General Education Core Curriculum. However, it parallels the requirements of the IAI GECC in many respects, allowing for relatively seamless mapping of our design with that of the IAI (Appendices E.1 and E.2). While students matriculating under our general education design may not necessarily meet all the IAI GECC requirements, it is possible with appropriate course selection to satisfy the GECC by completing the *SIUE Education* program, without the need for any additional coursework. Moreover, for students transferring into SIUE, parallels in requirements will make it very easy for students to see how previous coursework relates to our general education requirements. Along these same lines, our design requirements for Quantitative Literacy and Oral Communication are a much better match with the IAI GECC. These parallels also provide a basis for similar expectations of transfer students and those students matriculating at SIUE as freshmen. Even full-time, four-year SIUE students may not necessarily earn all their credit hours at our institution; community colleges may be used as periodic resources for certain courses. A general education curriculum does not have to be a simple copy of the IAI GECC to provide a close match; our design creatively and innovatively addresses SIUE values and objectives, but at the same time facilitates mapping of SIUE and IAI general education components.

We have developed two general education “maps” representing how requirements would transfer between the IAI GECC and our *SIUE Education* design. One demonstrates how students with general education credits earned outside SIUE would transfer into our curriculum (Appendix E.1). The other demonstrates how students with general education credits earned at SIUE under our design would meet IAI GECC requirements, as if transferring to another university participating in the IAI (Appendix E.2).

**Appendix E.1: IAI Mapping for Students Transferring from SIUE**

<u>DESIGN REQUIREMENTS</u>	<u>COURSES</u>	<u>SIUE ATTRIBUTES</u>	<u>IAI GECC REQUIREMENTS</u>	<u>IAI ATTRIBUTES</u>
<u>NEW FRESHMAN SEMINAR</u> NFS: 1 course	NFS (many)	FS	no equivalency (not necessary for transfer students OR require special IS sections)	N/A
<u>FOUNDATIONS</u>				
Written Fluency: 2 courses	ENG 101 ENG 102	WF1 WF2	Writing: 2-course/semester sequence	C1900; C1901 C1900R; C1901R
Oral Communication: 1 course	SPC 105	OC	Oral communication: 1 course	C2900
Quantitative Literacy: 1 course	QL 101	QL	Math: 1-2 courses	M1901 (others)
Logical Reasoning: 1 course	LR 101	LR	no equivalency	H4906; other equivalents
<u>BREADTH AREAS</u>				
Fine & Performing Arts: 1 course	FPA	FP	Fine Arts	F1; F2; F9 (many)
Human Experience, Literature, & Philosophy: 1 course	HELP (many)	H	Humanities	H1; H2; H3; H4; H5; H9; HF; HS (many)
Life & Earth Sciences: 1 course	LES (many)	LS	Life Sciences: 1 course	L1; LP (many)
Physical Sciences: 1 course	PS (many)	PS	Physical Sciences: 1 course	P1; P2; P9 (many)
PS or LES course is lab	L (many)	L	Lab course: 1 course	000L (many)
Social Sciences: 1 course	SS (many)	SS	Social & Behavioral Sciences	S1; S2; S3; S4; S5; S6; S7; S8; S9 (many)
<u>CULTURES</u>				
Cultures U.S.	CUS (many)	CUS	?	000D
Cultures Intl	CIN (many)	CIN	?	000N
<u>INTERDISCIPLINARY STUDIES</u>				
IS: 1 course	IS	IS	no equivalency	N/A

**Appendix E.2: IAI Mapping for Students Transferring from SIUE**

<u>IAI GECC REQUIREMENTS</u>	<u>IAI ATTRIBUTES</u>	<u>SIUE ATTRIBUTES</u>	<u>DESIGN REQUIREMENTS</u>	<u>COURSES</u>
<u>Communication</u>				
Writing: 2-course/semester sequence	C1900; C1901	WF1	Written Fluency: 2 courses	ENG 101
	C1900R; C1901R	WF2		ENG 102
Oral communication: 1 course	C2900	OC	Oral Communication: 1 course	SPC 105
<u>Mathematics</u>				
Math: 1-2 courses	M1901 (others)	QL	Quantitative Literacy: 1 course	QL 101
<u>Physical &amp; Life Sciences</u>				
Physical Sciences: 1 course	P1; P2; P9 (many)	PS	Physical Sciences: 1 course	PS (many)
Life Sciences: 1 course	L1; LP (many)	LS	Life & Earth Sciences: 1 course	LES (many)
Lab course: 1 course	000L (many)	L	PS or LES course is lab	L (many)
<u>Humanities &amp; Fine Arts</u>				
Humanities	H1; H2; H3; H4; H5; H9; HF; HS (many)	H	Human Experience, Literature, & Philosophy: 1 course	HELP (many)
Fine Arts	F1; F2; F9 (many)	FP	Fine & Performing Arts: 1 course	FPA
Humanities OR Fine Arts	H4906	H	Logical Reasoning: 1 course (OR another HELP or FPA course required)	LR 101
<u>Social &amp; Behavioral Sciences</u>				
Social & Behavioral Sciences	S1; S2; S3; S4; S5; S6; S7; S8; S9 (many)	SS	Social Sciences: 1 course	SS (many)
Social & Behavioral Sciences	S1; S2; S3; S4; S5; S6; S7; S8; S9 (many)	SS	Cultures U.S. (if from appropriate discipline OR another SS course required)	CUS (many) or SS (many)
Social & Behavioral Sciences	S1; S2; S3; S4; S5; S6; S7; S8; S9 (many)	SS	Cultures Intl (if from appropriate discipline OR another SS course required)	CIN (many) or SS (many)

## **Appendix F: “Benchmarks” Universities**

Several universities have been identified as possible “benchmarks” institutions that might serve as models for the *SIUE Education* design. These include George Mason University, Western Carolina University, and the University of Kansas. These universities differ from each other in a number of variables, including the size of the undergraduate population and the student-faculty ratio (see Appendix F.1). The use of distribution-model programs in these diverse universities highlights the underlying flexibility of distribution-based curricula.

The credit hours required by these programs range from 41 to 48 hours; the requirement for the *SIUE Education* design is within this range (45 credit hours, assuming no overlap; typical programs will likely range between 30 and 36 credit hours). All of the programs include a set of skills courses and a set of distribution courses in a selection of topical or discipline-based areas, although the precise areas differ. With regards to innovations of our design relative to the existing SIUE general education program, it is interesting to note that both George Mason University and Western Carolina University require a distinct Arts, or Fine or Performing Arts, distribution requirement. It is also of interest that all three of the “benchmarks” institutions require some type of course dealing with international cultures or issues. Other skills and distribution courses of our proposed design have analogues with one or more of these “benchmarks” institutions.

## Appendix F.1: Comparison of Distribution-based General Education Curricula

	<u>SIUE Education</u>	<u>University of Kansas</u>	<u>Western Carolina</u>	<u>George Mason</u>
Undergrad Student Pop.*	10,945	21,391	6,980	18,091
Faculty/Student Ratio*	17:1	20:1	14:1	16:1
<b>GENERAL EDUCATION</b>				
Total Required Hours	45	48	41	43
<u>"Skills"</u>				
Total Hours	15	18	25	15
Written Fluency	2 courses (Eng 101 & 102)	3 courses (Eng 101 & 102, and 200 level)	2 courses (Eng 101 & 102)	2 courses (Eng 101 & 302)
Oral Communication	1 course (SPC 105)	1 course (from selection: Oral Comm/Logic)	1 course (2 options)	1 course (2 options)
Mathematics	1 course (QL 101)	2 courses (from selection)	1 course (Math 101 or advanced math course)	1 course (from selection)
Critical Thinking	1 course	combined w/ Oral Comm skill	NA	NA
Info/Technology	NA	NA	1 course (1 credit only)	1 course (or other options)
Health/Fitness	graduation requirement	NA	1-2 courses (3 credits total)	NA
Additional (analogous requirements may be found in Distribution		Western Civilization: 2 courses; Non-Western Cultures: 1 course	Physical & Biological Sciences: 2 courses & lab	
<u>"Distribution"</u>				
Total Credits	24 (+ lab)	27	18	28
	Social Sciences (1 course)	Individual Behavior (1 course)-SS	Human Behavior (1 course)	Social & Behavioral Sciences (1 course)
		Culture & Society (1 course)-SS	Contemporary Institutions (1 course)	
	Language & Communication (1 course)	Public Affairs (1 course)-SS		
	Fine & Performing Arts (1 course)	Literature & the Arts (1 course)-H	Fine or Performing Arts (1 course)	Arts (1 course)
	Human Experience, Literature, & Philosophy (1 course)	Philosophy & Religion (1 course)-H	Humanities (1 course)	Literature (1 course)
		Historical Studies (1 course)-H	The Human Past (1 course)	Western Civilization (1 course)
	Life & Earth Sciences (1 course)			Natural Science (2 courses w/ 1 lab)
		Biological Sciences (1 course)-NS**		
		Mathematical Sciences (1 course)-NS**		
		Earth Sciences (1 course)-NS**		
	Physical Sciences (1 course)	Physical Sciences (1 course)-NS**		
		**Students need 3 courses in 3 areas of Natural Sciences (NS)		
	Cultures: Intl (1 course)		Comparative Cultures (1 course)	Global Understanding (1 course)
	Cultures: US (1 course)			
	IS Requirement (1 course)			Synthesis Requirement (1 course)
				Writing Intensive Requirement (1 course)

\* Data from www.petersons.com; other information on general education programs comes from individual university websites

	<u>SIUE Education</u>	<u>University of Kansas</u>	<u>Western Carolina</u>	<u>George Mason</u>	
<b>STATISTICS</b>					
Undergrad Student Pop.*	10,945	21,391	6,980	18,091	120
Faculty/Student Ratio*	17:1	20:1	14:1	16:1	
<b>GENERAL EDUCATION</b>					
Total Required Hours	45	48	41	43	

## Appendix G: Oversight Mechanism

A number of problems with our current General Education curriculum have to do with assessment and effective, meaningful implementation. We propose several ways of addressing assessment and implementation concerns, based on the following principles:

- The first element to assessing a general education curriculum is collecting student data. It is insufficient to only look at course syllabi or lists of learning objectives in evaluating whether a course or curriculum is functioning as intended.
- The second element is program self-assessment. The department that is offering a general education course is the best qualified to judge its effectiveness. This department is also in the best position to fix any “drift” or discrepancies with objectives.
- The third assessment element is avoiding unfunded mandates and increasing the workload (without reward) of faculty members, staff, or students.
- The final element is assessment of the general education program is the responsibility of the General Education Committee of the Faculty Senate. The curriculum and its execution is the responsibility of the faculty.

With respect to implementation, we think it appropriate that the Implementation Committee, as well as the standing General Education Committee of CAS and General Education Committee of the Curriculum Council, develop guidelines and criteria for the Breadth Areas and Cultures requirements—i.e., what is needed for a course to satisfy a particular General Education requirement? Departments in different discipline areas should also have substantial input in formulating these criteria. Initially, there will need to be a period of reevaluation, during which courses that currently fulfill general education requirements are reviewed and re-approved for equivalent or new requirement categories. This would be done on a schedule allowing for sufficient time for effective review, and will allow for the phasing-in of new or revised components of the program over time.

In addition, we propose implementing a cyclical schedule for a General Education Curriculum Review as an on-going feature of general education assessment. Review of the entire curriculum would be completed over a five year interval, with different components reviewed in different years. This system would spread out the workload of review, but would ensure continual monitoring of the curriculum, and opportunities for revision and renewal.

With regards to Foundations courses, certain departments will maintain principal responsibility for particular courses. English Language and Literature has responsibility for ENG 101 and ENG 102, which fulfill the Written Fluency requirement; Mathematics and Statistics has responsibility for QL 101, the Quantitative Literacy requirement; Speech Communication has responsibility for SPC 105, the Oral Communication requirement; and Philosophy has primary responsibility for RA 101, the Reasoning and Argumentation requirement. We believe maintaining substantial departmental control for Foundations is more likely to result in efficient implementation of these requirements (especially with regards to staffing and budgetary issues). It also places responsibility for implementation and assessment with the unit that is most thoroughly involved with instruction of that course.

An additional element of our plan for assessment and quality control involves the use of student portfolios. We have designed a system that would collect and incorporate invaluable student data,

necessary for meaningful assessment, without imposing more work on faculty or programs. One possible model would be the following:

University Level:

100 students each year who are enrolled in Eng 101 are randomly selected as Portfolio Students. These students submit electronic copies of their work completed in general education courses and complete a quick rubric (aligned with course objectives) for those courses. There would also be rubrics aligned with college and university missions. The Portfolio Students remain as such while they are at SIUE and continue to provide meaningful data. As compensation, these students will receive \$100 tuition waivers each year. These portfolios could be evaluated by the General Education Committee and/or the Office of Assessment. Note that Portfolio Students are useful to the university for retention and AQIP reporting.

Department Level:

Departments that offer general education courses could collect course portfolios and/or common exams across sections and/or use objective testing. Whatever the mechanism, the department is expected to collect data on their general education offerings across all sections. Every 5 years (to follow a systematic cycle of General Education Curriculum Review), each department offering general education courses will submit a report to the General Education Committee of the Faculty Senate, as part of the cycle of general education review. This report will assess department data to show that the students in these courses are meeting the course objectives. If “drift” has occurred, but the department or assessment bodies view the “drift” as useful, then the General Education Committee of the Faculty Senate must approve revised objectives.

## Appendix H: Design Components Summary

### *Guiding Principles for General Education Revision*

A general education curriculum at SIUE should be characterized by the following:

- Efficacy and flexibility for students, faculty, and programs.
  - Applicability for students in liberal arts and sciences programs, and professional programs; applicability for traditional four-year, nontraditional, and transfer students.
  - Development of fundamental, university-level skills.
  - Exposure to different subject areas and ways of knowing.
  - A meaningful distinction between the B.S. and B.A. degree options.
  - Mechanisms for assessment and “quality control”.
- 
- The general education curriculum will be composed of a set of skills courses, and a set of distribution courses. The skills courses, or Foundations, address essential skills that all graduates should possess, and should complete before focusing on the major course of study and advanced coursework. The distribution courses, or Breadth Areas, provide experience with multiple subject areas and diverse ways of knowing. There is also a diversity requirement, Cultures courses, intended to expose students to diverse cultures in the U.S. and internationally. The NFS is designed with a set of guidelines to ensure that all NFS courses are a unifying experience and serve the three directing goals of NFS. The IS course requirement is maintained, in order to further develop fundamental skills, and demonstrate links between different disciplines.

### *New Freshman Seminar*

In order to ensure New Freshman Seminar (NFS) courses are providing a truly unifying experience for incoming new freshmen, and in order to ensure that all New Freshman Seminar courses are serving as a transition to college level work and SIUE culture, we recommend the following as guidelines that must be satisfied by all courses serving as New Freshman Seminars.

- All New Freshman Seminar courses should include academic content.
- All new freshman students attending SIUE should take a NFS course in the first semester of enrollment (Fall, Spring, or Summer). Students entering SIUE with fewer than 30 credit hours of transfer credit from any institution shall be considered “new freshmen”, and subject to the requirement of NFS.
- All New Freshman Seminar courses should be 3-credit hours.
- All NFS courses must satisfy the following four requirements (demonstrated in a syllabus, with approval from the NFS Committee):
  - Small class size: NFS courses should be limited to 25 students.
  - Writing component: NFS courses must include a writing component.
  - Collaborative group learning activities: NFS courses must include activities or assignments with a group learning or group work component involving collaboration among a set of students.
  - Information literacy: NFS courses must involve information literacy in the coursework, or as a component in the course.
- All NFS courses must incorporate two of the following three types of university and community resources (demonstrated in a syllabus, with approval from the NFS Committee):
  - Academic support services: NFS courses should incorporate academic support services as a component of the coursework. Academic support services may include: Instructional Services, The Writing Center, The Speech Center, or The Career Development Center, for example.
  - University non-academic social and cultural resources: NFS courses should incorporate activities or coursework involving university social and cultural resources, such as: Cougar Lake, The University Museum, Arts and Issues, or The East St. Louis Center, for example.

## Students' Integrated & Universal Essential Education

- Local or regional social and cultural resources: NFS courses should incorporate activities or coursework involving local and regional resources beyond the university, such as: the Stephenson House, Cahokia Mounds State Park, the St. Louis Art Museum, the St. Louis Science Center, the St. Louis Zoo, or local community service organizations and projects, for example.
- NFS offerings should include a significant number of sections of SPC 103 Interpersonal Communication and HED 201 Healthful Living, both courses which seem to be ideally suited to NFS guidelines, and contain content that is especially useful for a student transitioning to college life.
- NFS courses may overlap with General Education requirements for Breadth Areas, and the Cultures requirements (e.g., a course may satisfy the NFS requirement, as well as a Social Science and an International Cultures requirement simultaneously).
- NFS may be offered as linked courses, such as CIV type courses. In such a case, the NFS distinction will be given to the “content” component of the linked course.
- Guidelines or criteria for enrolling students in NFS sections should be established that consider students' personal educational needs, and academic and professional goals.

## Foundations

- The Foundations address four different skills areas: Written Fluency, Quantitative Literacy, Reasoning and Argumentation, and Oral Communication. There are five required Foundations Courses, as follows:
  - Written Fluency – Eng 101, Eng 102
  - Reasoning and Argumentation – RA 101
  - Quantitative Literacy – QL 101
  - Oral Communication – SPC 105
- The Foundations courses in Written Fluency, Reasoning and Argumentation, and Quantitative Literacy will be taken by students in their first 30 credit hours at SIUE. Oral Communication will be taken by students in their first 60 credit hours at SIUE.
- Foundations courses cannot overlap with any other course requirements.
- The Foundations courses for Written Fluency, Oral Communication, and Quantitative Literacy will meet the IAI requirements for communication (writing and oral communication), and mathematics, respectively.
- ENG 101 and ENG 102 will primarily be the purview of the Department of English Language and Literature. These courses will be taught by faculty in that department. ENG 102 courses will be theme-based, with some “grab-bag” sections reserved for call-staff hired to instruct sections of the course.
- Quantitative Literacy 101 will primarily be the purview of the Department of Mathematics and Statistics, with assistance from Instructional Services. This course is currently in development by the Mathematics and Statistics Department.
- SPC 105 will primarily be the purview of the Department of Speech Communication. (**Communication, not CommunicationS**) The course will remain as currently structured to satisfy IAI requirements.
- Reasoning and Argumentation 101 will focus on practical applications of logical analysis, and will include analysis of written texts. A common set of learning objectives or outcomes will exist for all sections. The Department of Philosophy will be a substantial provider of the course, but other units are encouraged to offer sections of RA 101 with focus in their disciplines/content areas. Philosophy will take a primary role in assessment of the course offerings across units.
- Sections of Foundations courses for a particular skill will have common learning objectives and possibly some criteria for monitoring student learning (e.g., common final, standardized assignments).

## Students' Integrated & Universal Essential Education

- Placement/proficiency exams for all of the standardized Foundations courses will be available, and students scoring at a level of proficiency equivalent to a “B” grade or higher will instead take an upper level course designated as developing that skill. Students scoring sufficiently well to allow exemption of ENG 101 and ENG 102 will be required to take a single English writing course at an advanced level. Students scoring sufficiently well to allow exemption of RA 101 will select a critical thinking course from a set of designated options. Students scoring sufficiently well to allow exemption of QL 101 will select a math and statistics course from a set of designated options. Students scoring sufficiently well to allow exemption of SPC 105 will take an advanced public speaking course. Students will receive general education credit for successfully passing proficiency exams. Such advanced skills courses may overlap with coursework applied toward the major or minor degree.

### *Breadth Areas*

- Breadth requirements are that students take a single course (minimum of 3 credit hours) in each of the following knowledge areas:
  - Fine and Performing Arts (FPA)
  - Human Experience, Literature, and Philosophy (HELP)
  - Language and Communication (LC)
  - Life and Earth Sciences (LES)
  - Physical Sciences (PS)
  - Social Sciences (SS)
- One of the courses satisfying the LES, PS, or SS requirement must include a lab component.
- Suggested program offerings to satisfy the FPA Breadth Area requirement include courses in Art and Design, Music, and Theater and Dance.
- Suggested program offerings to satisfy the HELP Breadth Area requirement include courses in English Language and Literature (literature courses), Foreign Languages and Literature (literature courses), Historical Studies (some courses), and Philosophy.
- Suggested program offerings to satisfy the LC Breadth Area requirement include courses in English Language and Literature (linguistics courses), Foreign Languages and Literature (skills courses), Mass Communications, and Speech Communication.
- Suggested program offerings to satisfy the LES Breadth Area requirement include courses in Anthropology (biological anthropology), Biological Sciences, Geography (physical geography), Nursing (some courses), and Psychology (some courses), and some courses in Kinesiology and Health Education.
- Suggested program offerings to satisfy the PS Breadth Area requirement include courses in Chemistry, Mathematics and Statistics, and Physics.
- Suggested program offerings to satisfy the SS Breadth Area requirement include courses in Anthropology (sociocultural), Economics, Geography (human geography), Historical Studies (some courses), Political Science, Psychology (some courses), and Sociology.
- Offering of placement/proficiency exams for courses that satisfy Breadth Areas are at the decision of the course's department. Students scoring at a level of proficiency equivalent to a “B” grade or higher will be able to exempt the relevant course(s).
- Breadth requirements in knowledge areas can overlap with Cultures requirements (see below), and they can overlap with coursework in the major and minor program. Breadth requirements in knowledge areas cannot overlap among themselves.
- Courses satisfying Breadth requirements in knowledge areas may be taken at any time, and may be lower or upper division courses (assuming they are designated to fulfill a Breadth requirement, and any prerequisites or other conditions are satisfied).

## Students' Integrated & Universal Essential Education

### *Cultures (Diversity Requirement)*

- Students must take two Cultures courses (minimum of 3 credit hours each); one of these courses must deal with cultures within the U.S., and one of these courses must deal with international cultures. These requirements may be satisfied by student experiences (e.g., travel study) when they are accompanied by enrollment in an appropriate course.
- Cultures requirements may overlap with any other requirements (Breadth Areas, major and minor coursework), except Foundations course requirements.
- There are no proficiency/placement exams specifically to satisfy the Cultures requirement. However, if students satisfy a Breadth Area requirement with a proficiency test and the particular course is also considered a Cultures requirement, the Cultures requirement is exempted as well.

### *Interdisciplinary Course*

- An IS course is required for graduation, to be taken by students with junior or senior standing. The IS course requirement can overlap with a course in the Cultures requirements, but not with courses in the Breadth Areas.
- The IS course can be taught by any two or three faculty members from different Breadth areas. For the purposes of IS courses, the professional schools are each considered a separate Breadth Area (e.g., thus allowing IS courses to be taught by a faculty member in a Social Science and Psychology or Economics).
- The IS course must include an analytical reading and writing component.
- IS courses should allow no more than 25 students enrolled per instructor.

### *Bachelor of Arts / Bachelor of Science*

- The Bachelor of Science will require students to take eight science courses in Social Sciences (SS), Physical Sciences (PS), or Life and Earth sciences (LES), of which two of these must be lab courses. The lab courses may include the science course with lab (in LES, PS, or SS) that satisfies a Breadth requirement. Students cannot proficiency out of the lab requirement. The eight science courses may be in the major, minor, or additional electives.
  - Lab classes are identified according to the recent definition developed by the National Resource Council (2005): "Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science."
- The Bachelor of Arts will require students to take eight courses in Human Experience, Literature, and Philosophy (HELP), Fine and Performing Arts (FPA), and Language and Communication (LC) subjects, including a two semester sequence of a foreign language. Students cannot proficiency out of the foreign language requirement; e.g., students placing above the 100 level courses would begin the year sequence at the 200 level. The eight fine arts and humanities courses may be in the major, minor, or additional electives.

### *General Education Proficiency Examinations*

- Students will be allowed to apply course-equivalent credit from successfully completed proficiency examinations (at a "B" grade or higher) for general education credit.
- Students will be allowed to exempt through proficiency examinations at most five general education requirements in Foundations, Breadth Areas, or Cultures. The NFS and IS requirements cannot be exempted with a proficiency exam. A successfully completed proficiency exam will allow exemption of all general education requirements that the course satisfies. Each one of these requirements will count toward the five total that are allowed.

## Appendix I: Objectives for the Baccalaureate Degree

Objectives for the Baccalaureate Degree	SIUE Education Component
Analytic, Problem-solving, and Decision-making Skills	Reasoning & Argumentation (RA 101) Quantitative Literacy (QL 101) Interdisciplinary Studies
Oral and Written Communication Skills	New Freshman Seminar Written Fluency (ENG 101, 102) Oral Communication (SPC 105) Interdisciplinary Studies
Foundation in Liberal Arts and Sciences	Breadth requirements: covering diverse subject areas and ways of knowing
Value of Diversity	Cultures requirements Breadth requirements: in HELP
Scientific Literacy	Reasoning & Argumentation (RA 101) Quantitative Literacy (QL 101) Breadth requirements: in SS, LES, PS Breadth requirements: lab course
Ethics	Required component within programs
Preparation in an Academic or Professional Discipline	Allow specific BA/BS courses to be defined by major Allow more overlap with courses in major
<u>Front Matter:</u>	
Citizenship	incorporation of community component in NFS
Appreciation of the Arts	Breadth requirements: in FPA
Healthy Lifestyle	Health course options for NFS and LES; non-credit graduation health requirement
Self Reflection	product of curriculum as a whole
Life-long Learning	product of curriculum as a whole