

Foundations of the Liberal Arts

“Our Place in the World”

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Executive summary

The Foundations of the Liberal Arts (FLA) program is built around a cluster of four common seminars informed by diverse individual experiences with the liberal arts encountered through a series of “foundation” courses. The curriculum emphasizes *integration* between disciplinary courses and thematically-linked seminars, incorporates a *writing* focus into the seminar and breadth requirements, is *scaffolded* to progress from beginning to advanced learning outcomes, requires active *reflection* on the liberal arts at multiple stages, offers an *inclusive* structure that encourages participation from faculty in all disciplines, and is a *distinctive* expression of the CSB/SJU mission and culture. The incorporation of high-impact practices in the model is central to its design. By retaining the emphasis on existing institutional strengths such as experiential learning, study abroad, and departmental capstone experiences, and incorporating new investments in common intellectual experiences, integrative seminars, and expanded attention to writing, the model reflects best practices as identified in the relevant literature in a way unique to CSB/SJU.

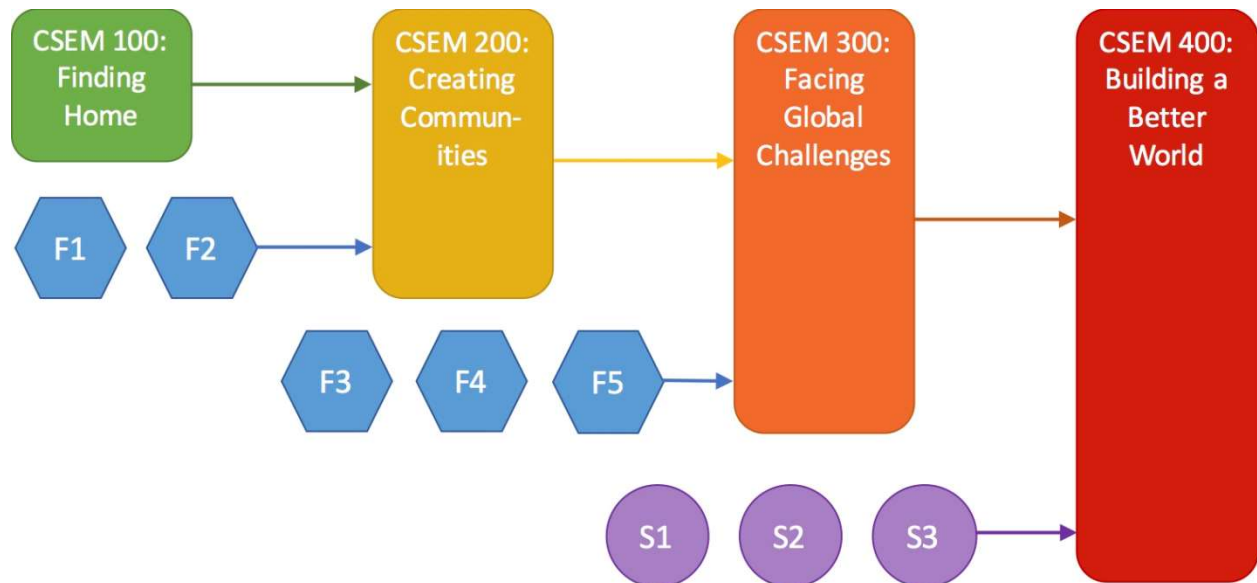


Figure 1. Overview of the Foundations of the Liberal Arts model

Common Seminars

- CSEM 100 Finding Home
- CSEM 200 Creating Communities
- CSEM 300 Facing Global Challenges
- CSEM 400 Building a Better World

Foundation courses

- FG: Gender
- FI: Intercultural
- FC: Common good
- FN: Natural systems
- FS: Social systems

Core Skills

- SQ: Quantitative reasoning
- SA: Artistic expression and appreciation
- SL: Second language

The four Common Seminars establish the theme of “Our Place in the World,” beginning with a seminar for incoming first-year students (**CSEM 100: Finding Home**), and continuing through a sophomore seminar (**CSEM 200: Creating Communities**) built around a research project, a junior seminar (**CSEM 300: Facing Global Challenges**) emphasizing oral communication and collaboration, and a capstone seminar for seniors (**CSEM 400: Building a Better World**) that emphasizes the application of knowledge, problem solving, and self-reflection. The four seminars collectively serve as points of integration across the liberal arts curriculum, guide students in developing their writing skills, and provide a shared intellectual experience distinctive to CSB/SJU. The shared content shifts progressively from a focus on the individual through a consideration of the concept of home, through an exploration of the diversity of communities, to an assessment of global challenges. The seminars culminate in a forward-looking course in which students apply their liberal arts skills and knowledge to the question of how to build a better world, informed in part by reflection on electronic portfolios of materials collected throughout their journey through the liberal arts curriculum.

The seminars are supported by a series of five disciplinary or interdisciplinary Foundation courses drawn from across the curriculum that will emphasize specific learning goals while also lending depth of perspective, methods, and materials to the student’s liberal education. These courses are divided into five designations to reflect the varied learning goals upon which they are based.

FG: gender is a course emphasizing the role of gender as a component of individual identity and social systems.

FI: intercultural is a course emphasizing cultural diversity and intercultural knowledge.

FC: common good is a course examining moral understanding and concepts of the common good.

FN: natural systems is a course exploring the natural world and the means by which scholars investigate it.

FS: social systems is a course examining human institutions and social structures.

Any two Foundations courses must be taken before enrolling in CSEM 200, and all five must be completed before enrolling in CSEM 300.

These five electives, plus the four seminars, are further supplemented by three Core Skills requirements that address the remaining learning goals long considered central to being liberally educated.

SQ: Quantitative reasoning is a course emphasizing the intermediate and advanced quantitative literacy outcome of the communicate goal.

SA: Artistic expression and appreciation is a course emphasizing the intermediate and advanced nonverbal literacy outcomes of the communicate goal.

SL: Second language are courses emphasizing the knowledge, skills, and abilities necessary to learn a second language.

All three Core Skills must be completed before enrolling in CSEM 400.

As a package the Foundations of the Liberal Arts proposal comprises 12 requirements for a maximum total of 52 credits for students placing into an introductory-level foreign language course. It is likely that almost every student will experience some overlap between their major/minor and the Foundation and/or Core Skills courses, which would reduce the total credits required. Students with advanced language placement may need fewer total courses as well. In practice we expect most students would end up taking somewhere between 9 and 12 courses (36-48 credits) to complete the program, depending on overlaps

with their major or minor, language proficiency, and any external credits they may already have earned. While this appears on paper to reflect a slight decrease from the Common Curriculum status quo, in practice we believe the total credits required for a typical student will be similar to our current general education program once the limitations placed on overlaps, double-counting, and external credits (which may not replace any of the common seminars) are considered.

The Foundations model is close to being resource-neutral in terms of the FTEs required to deliver its courses. The FLA proposes four Common Seminars, each capped at 20 students, replacing the current 2-semester FYS (capped at 18) and the Ethics Seminar (ES) (typically capped at 20). The current combination of FYS and ES requires approximately 24 FTE. Using the same enrollment assumptions, the four common seminars would require a combined 29 FTE. This increase in staffing would be offset by a reduction in requirements for supporting courses as compared to the current Common Curriculum. It is assumed that the need for a large majority of Foundation and Core Skills courses will be fulfilled by existing departmental courses. Significant investments in faculty development will be required initially to create the common seminars, identify and adapt existing courses to the new Foundations and Core Skills requirements, and develop new Foundations and Core Skills courses where necessary. It is also assumed that resources will be allocated to support a new position of director of the liberal arts curriculum and that professional staff will be available to coordinate assessment of the overall program.

The model integrates with majors through the Foundation and Core Skills courses, which will encourage students to explore areas with which they may be unfamiliar. In practice up to two Foundation or Core Skills course may be located within a student's major, but a majority will be taken from other departments. The emphasis on writing in the Common Seminars will be reinforced by a disciplinary writing requirement incorporated into each major. The Common Seminars themselves will require students to integrate knowledge and skills from their majors into collaborative projects, written work, and reflection on the breadth of their liberal arts experience.

The distinctive institutional emphases on gender, pursuit of the common good, and the Catholic and Benedictine traditions receive particular attention in Foundations of the Liberal Arts. Specific Foundation courses (FG and FC) are built around the exploration of issues related to gender and the common good. Rather than restricting the discussion of the Catholic and Benedictine traditions to a single class, it is instead integrated into three of the common seminars (CSEM 100, 200, and 400) and the Common Good Foundations course. We envision that the faculty development programs needed to implement these initiatives will encourage the enrichment of other courses with elements of the Catholic and Benedictine traditions as well. Further, it is hoped that early and frequent exposure of students to the Catholic and Benedictine traditions will encourage them to seek out additional related curricular and co-curricular experiences.

Bibliographic statement

In creating the FLA model, our team considered many documents. As our team members have been involved in this process intermittently, some of those documents were viewed as long ago as fall of 2013, and many others were consulted as recently as August of 2016. In constructing our model we were somewhat limited (as were all three model building teams) by the constraints of the Learning Outcomes document created during the 2015/2016 academic year. In referencing the Making Connections Framing Document, we were able to start our process from where others left off. As we have all seen, there is an extensive bibliography attached to that document and we looked at and considered many of those sources.

That said, it is not difficult to link many of our model decisions to sources in our bibliography as well the Making Connections bibliography. For example, our reliance of High Impact Practices directly relates to George Kuh's work *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, (AAC&U, 2008) and Brownell, Jayne E and Lynn E. Swaner. *Five High-Impact Practices: Research on Learning Outcomes, Completion and Quality* (Washington, D.C: Association of American Colleges and Universities, 2010).

We looked at perhaps 80 common curriculum models on college/university web sites, most of which are also included in our bibliography. Many of them were viewed by previous CCVC team members. Our bibliography contains the major sources of information we used while considering structural possibilities, distributional possibilities, size and scope possibilities, innovations, and we believe that we have synthesized our model from that which we encountered as well as much that we discussed and built on our own. While our model is somewhat innovative, most everything found within may be traced to something already done by someone else somewhere. Our plan avoids both "Nobody's ever done that before" as well as "That's exactly the same as FYX University's model." It fits our size, it complements our mission, and it serves our purposes as a mid-size liberal arts institution.

In looking at ways to retain students as well as keep them engaged, the inclusion and reliance on common seminars in our model is found in several sources in our bibliography. Our inclusion of Common Topics is a high impact practice. The utility of collective e-portfolios over four years to track student progress and to serve as a capstone resource for final projects was found in Helen Chen's piece from last summer's AAC&U conference: Chen, Helen L. "Getting Started With ePortfolios." (Presentation at the AAC&U Summer Institute on General Education & Assessment, Edmond, OK, June 3, 2015). We, as a faculty, have for many years lamented on the poor writing ability of our students as they enter college and, sadly, as they graduate as well. Including a heavy investment in writing skills was an easy choice for us and is supported by much of the literature as well as our own faculty discussions. Our institutional commitment to Experiential Learning, though not specifically found in our model, may be found across the coursework in our model. Similarly, the inclusion of a laboratory component in the natural system Foundation course is supported by best practices research, including "Effects of Inquiry-based Learning on Students' Science Literacy Skills and Confidence," *International Journal for the Scholarship of Teaching and Learning* (2009: vol. 3: no. 2). We have acknowledged the importance of information literacy as well as research methods. Our institutional commitment to the value of artistic expression is seen in our Artistic Expression requirement and that goes back to the *quadrivium*. Our inclusion of a second language requirement is supported by the literature not just in terms of increased academic achievement, but also in the sense of cultural awareness.

Some may be puzzled by our omission of a specific Theology requirement in our model. Through such articles as Kelly Younger's "Not What, But How," *Conversations on Jesuit Higher Education* (2010) we have found that it is quite possible to incorporate Catholic Benedictine teaching across the curriculum. We feel that CBT is much more germane to what we wish to foster in our model than an entry-level Theology requirement. By distributing the CBT throughout the four years and integrating it into the common seminars we signal its central value to our students as well as leaving open the opportunity, perhaps even the obligation, to address CBT across the entirety of what we do as an institution.

Background to the model

The missions of the institutions are deeply embedded in the FLA program, as they are in the learning goals approved by the faculty in 2016. The seminars will offer multiple points of interaction with the Catholic/Benedictine traditions, and the emphasis on writing, speaking, and critical thinking throughout underscores our identities as liberal arts colleges. Through requiring courses that address gender, community, culture, the common good, and multiple perspectives on world systems the program will help prepare students to be productive citizens and community members. The theme of “Our Place in the World” reflects the intentional journey from our specific location—CSB/SJU – outward to a global stage, and from the individual to the community scales. The initial common seminar will offer a shared intellectual experience to all first-year students, while the sophomore and junior seminars will actively create connections between the many elective and major courses that inform student perspectives. The senior capstone seminar will make connections across the entire four-year academic experience of each student while also looking forward, out and away from campus in time and space, to their individual and collective futures as liberally-educated adults. The inclusion of a student-curated electronic portfolio will require students to literally connect assignments to the articulated learning goals and to actively reflect on their learning at specific points in their educational journey.

The goal of the FLA model is to provide not only opportunity for students to experience the liberal arts more broadly and in a more intentionally integrated fashion, but also to ask them to frequently reflect on the learning process. The model is based on a wide range of scholarship in teaching and learning (noted in the bibliography) as well as the team’s exploration of general education programs at dozens of other liberal arts colleges. All members of the team have served on the CVCC at various points, have participated in campus and conference discussions on general education reform, and collectively have extensive experience as instructors and department chairs in all four divisions (as well as interdisciplinary programs) across the college/university.

The design principles informed the model at the most basic level.

Design principle #1: *High-impact practices* Multiple high-impact practices, as identified by AAC&U, are at the core of the FLA. Specifically, they are included as follows:

- *Capstone Courses and Projects:* the model includes a capstone seminar (CSEM 400 Building a Better World) that provides a point of integration and reflection on the liberal arts as a whole. It further maintains the existing requirement of a *major* capstone in each department.
- *Collaborative Assignments and Projects:* course work in the two intermediate seminars (CSEM 200, CSEM 300) will require collaborative assignments, as will the capstone seminar (CSEM 400).
- *Common Intellectual Experiences:* the first year seminar (CSEM 100) is a *true* common seminar, with the same readings and assignments taught across all sections to provide a shared intellectual experience in the first semester of college. The remaining three seminars will vary more in content but will provide common experiences of integration, writing, reflection, and structure.

- *Diversity and Global Learning*: the emphasis on personal and global through the two intermediate seminars and their supporting foundation courses will require students to explore courses that emphasize global connections, gender, intercultural issues, community structures, and both cultural and social systems on the global scale.
- *Experiential learning*: Internships, Learning Communities, Service Learning and Community-Based Learning, and Undergraduate Research are well supported at our institutions and fundamentally integrated within many of the majors already; currently most student fulfill their EL requirement within the major. A further 34% do so through study abroad. It is our belief that requiring specific general education courses to deliver experiential learning is counter-productive; these are better suited to the majors where they can be designed to serve the students' interests more directly while also serving their intellectual development within the chosen field of study. Consequently, the model *does not include* an experiential learning requirement but rather expects continued engagement in best practices in this area within the majors. Support for study abroad, however, is overtly incorporated into the model as it is generally seen as an elective choice rather than something to be integrated into most majors (see below).
- *First Year Seminar and Experiences*: the first year seminar (CSEM 100) will continue our tradition of engaging incoming students in a seminar, but with a much more intentional structure and common content. Moreover, it will be linked to both the anticipated First Year Experience (FYX) and the rest of the FLA through intentional reflection on the liberal arts, learning, and personal goals.
- *Study abroad*: while not included explicitly as a requirement of the FLA, it is assumed that study abroad programs will be revised to incorporate some elements of the model. Specifically, every faculty-led study abroad should offer the CSEM 300 Facing Global Challenges seminar, which could be built around topics and materials germane to the host country; such courses would be required to meet the learning goals and related requirements of the FLA. It is further assumed that many, if not all, study abroad programs would offer at least one elective course that fulfills a Foundation prerequisite (gender, intercultural, common good, natural systems, social systems). This would allow students in any major to complete at least two courses abroad that would fulfill general education requirements.
- *Writing-Intensive Courses*: perhaps the most significant investment of the FLA model is in writing instruction. All four seminars would be writing intensive, by which it is assumed that students would write multiple papers, complete multiple drafts, and receive substantive feedback for revision. CSEM 200, for sophomores, will include a significant research project as well. Further, the model requires each *major* to identify at least one required course as “disciplinary writing intensive” (or to offer multiple writing-intensive electives from which at least one is required) so that every student receives not only substantial opportunities to develop their writing skill in the four seminars, but also a similar experience in at least one course in the major that will emphasize the appropriate conventions, style, voice, and audience for that discipline/interdisciplinary field.

The incorporation of high-impact practices in the model is central to its design. These should be clear from the course descriptions below; significant faculty development initiatives may be required to implement them across the board, which we feel is a worthwhile investment.

Design principle #2: *Alternatives to the Distribution Model* The FLA is a non-distribution model at heart; built around four common seminars; the supporting foundation courses could come from *any* department or discipline as long as they address the required learning goals. That said, it is our belief that *every* department should at least be theoretically able to offer courses in the FLA and that many existing courses could be cross-listed or designated as FLA courses (i.e. for the five foundation courses or the Core Skills courses) often with only modest changes.

Design principle #3: *Follow the Learning Outcomes Endorsed by the Faculty* The FLA was built around the learning outcomes and addresses them fully with only minor alterations. This can be seen in the table provided later in this document. It also incorporates two critical outcomes that were discussed at length but not formally included in the faculty charge: addressing the Catholic/Benedictine traditions and some level of second language proficiency.

Design principle #4: *Focus on Connections* Connection is at the heart of the FLA, if not part of its name. Connections will be made between students via shared learning experiences (the four seminars). Connections will be made between content, skills, and knowledge among the supporting electives and the 200-400 level seminars. Connections will be made across the entire general educational program via an e-portfolio system and intentional reflection on learning and the liberal arts incorporated into each of the seminars. Connections will be made between the FLA and majors as students bring disciplinary knowledge into their seminar discussions and project, as well as through disciplinary electives that serve as foundation courses.

Design principle #5: *Consider equity in curricular design* The FLA is designed so all students will have equal access to the whole of the program. Exclusive add-on experiences (particularly things like study abroad, unpaid internships, and research experiences) are not required and students who chose not to pursue them will have ample alternatives on campus.

Design principle #6: *Establish an assessment plan* The assessment plan for the FLA is based on the e-portfolio system. Each class in the FLA will be expected to identify specific artifacts to serve as evidence of student learning (papers, creative work, exams, etc.). These will be included in the individual student's e-portfolio under a system that allows said artifacts to be easily extracted for assessment purposes. A rotating schedule of assessment will allow for the complete review of all learning goals on a four-year basis.

Design principle #7: *Re-brand general education at CSB/SJU* The Foundations of the Liberal Arts program will serve as the heart of this re-branding: four courses that all students will take, including a capstone liberal arts seminar, on the related topic of "our place in the world." The emphasis on the relationship between self and community, the pursuit of the common good, and the intentional integration between the Foundation courses and the seminars will further allow for branding and common understanding of what the liberal arts mean at CSB/SJU. These seminar experiences requiring extensive

reading, writing, and discussion of issues of currency and concern, reflecting the Catholic/Benedictine traditions, and engaged with the world, breadth offered through Foundation courses, and critical academic skills/perspectives offered through the Core Skills courses will come together as a package that will mark our graduates as truly liberally educated.

Design principle #8: *Ensure students can graduate in four years* The FLA is both smaller and less restrictive than the current Common Curriculum. It is also more flexible by design. It is our assumption that such a program would *reduce* the incidence of delayed graduation vs the status quo.

The four Common Seminars

CSEM 100: *Finding Home* This one-semester discussion-based common seminar will emphasize the beginning-level THINK, COMMUNICATE, and COMMON GOOD goals. Content will be framed around exploration of the idea of home, including an initial focus on CSB/SJU's own history, place, and culture (including the Catholic/Benedictine tradition) drawing on readings from a campus-authored essay collection to which a dozen faculty/staff have already contributed. The topic will expand outward from the local to incorporate other ideas and definitions of home rooted in different times, places, and scales. All sections will use the same materials and assignments with one substantial reading (a lengthy article or shorter book) selected by each division to reflect compelling scholarship and thinking on some aspect of the concept of home. These divisionally-selected readings should introduce content that reflects different approaches to the liberal arts (i.e. non-verbal communication for Fine Arts, quantitative for Natural/Social Science, etc.) while contributing to the broader theme of the course (i.e. home as habitat, home in literature, etc.) and the role of the self in community. The semester will close with a reading/discussion on the nature, meaning, and utility of the liberal arts that will prime students for the courses in which they will engage in the following semesters.

CSEM 100 will provide students with an academic point of transition to college, a common intellectual experience shared among the entire entering class, and functional introductions to three content areas: the concept of "home," contrasting ways in which disciplines/divisions might approach that concept, and the general topic of the liberal arts. We propose the adoption of a common text in the form of *Finding Home*, and interdisciplinary collection of essays about CSB/SJU and central Minnesota, collaboratively written by over a dozen faculty and staff. *Finding Home* currently exists in draft form and could be revised, extended and enhanced to meet the specific needs of the seminar, while lending a distinctive CSB/SJU element to our curriculum. Common assignments across all sections will be paper-based and will emphasize basic college-level writing skills through the revision and peer review processes. Students who are unable to demonstrate college-level writing competency in the first mod of the semester will be offered concurrent enrollment in a writing workshop for B/C mods through partnership with the Writing Center. Sections of CSEM 100 will be capped at 20 students. Enrollment will be limited to first year or transfer students, fall semester only; limited sections may be required for spring-semester transfers.

CSEM 100 will be limited to a single semester for both developmental and resource reasons. The research component of the current FYS curriculum will shift to the sophomore year CSEM 200 course. Further, the focus of CSEM 100 is to be almost entirely on the academic content and skills linked to the course. Other supporting activities, such as advising, introducing campus services, registration, etc. are expected to be shifted to the new FYX element being developed by other teams. We envision FYX perhaps

functioning as a lab attached to CSEM 100, meeting alternate weeks throughout the fall semester. During FYX students would engage in discussions and experiences that will familiarize them with academic skills, academic support services, the Catholic/Benedictine nature of our institutions and career exploration. FYX should also introduce the beginner level ARTISTIC EXPRESSION AND APPRECIATION goals, ideally through required attendance at a performance or exhibit that is linked to the CSEM 100 syllabus. Such activities as academic advising, registration advising, major exploration, and career exploration would occur in FYX, not CSEM 100, so that 100% of the classroom focus of the seminar will be on the readings, discussion, and writing related to the common course topic. Sections of CSEM 100 will be capped at 20 students. Enrollment will be limited to first year or transfer students, fall semester only; limited sections may be required for spring-semester transfers.

CSEM 200: Creating Communities For sophomores who have completed any *two* Foundation courses. The common topic will be the diversity of communities, emphasizing the roles of individuals in community, the kinds of choices people make (economic, social, ethical, etc.) as members of communities, the constraints under which communities operate (resource, systemic, personal) and different cultural perspectives on the form, role, and meaning of community. The Catholic/Benedictine tradition will be incorporated intentionally with these perspectives. Through reading and discussion on diverse forms of community, the students will establish a common foundation for more independent exploration in a research project.

The course will begin with selected readings/discussion and short writing assignments on the general topic, similar to work in CSEM 100, then shift to emphasize information literacy and basic research skills. A research paper serves as the focus of the bulk of the semester—a synthetic work that draws heavily on secondary academic sources in addressing some question related to communities. Since the primary focus of every section will be the research project sections will not be differentiated by topics, though faculty will select their own materials/approach for the content of each section. The course will address the intermediate THINK and COMMUNICATE goals, the beginner level QUANTITATIVE REASONING goal, the beginner and intermediate INTERCULTURAL KNOWLEDGE goals, and introduce the beginning and intermediate METACOGNITION goals through reflection on the students' experiences in CSEM 100 and the two pre-requisite Foundation courses. The course may not be discipline-specific but should rather reflect multiple disciplinary approaches in its selection of materials. The skills developed in this seminar will serve as a groundwork for further development research skills within the majors. Sections of CSEM 200 will be capped at 20 students. Enrollment will be limited to sophomore or higher students who have completed *any two* Foundation courses. Sections will be offered both fall and spring semesters.

CSEM 300: Facing Global Challenges For juniors who have completed all five Foundation courses and CSEM 200. Unlike CSEM 100 and CSEM 200, this seminar will require specific section topics selected by each instructor to accompany the broad theme of global challenges. These should reflect major ongoing questions like war, poverty, environmental decline, racism, sexism, economic disparity, health, famine, etc. in a global or at least international context. The course will be aimed at exploring a “challenge” and then evaluating/debating various solutions proposed from different quarters, thus allowing for extensive practice in weighing evidence and making arguments. The focus will be on developing a relative depth of understanding of a particular challenge from multiple disciplinary

perspectives, evaluating different sources of information and evidence, and communicating synthesized information to others. While the topics will differ by section, the approach should be interdisciplinary and will emphasize oral communication skills, presentation, collaboration, and integration of various perspectives drawn from the students' Foundation courses on these global issues. The course will reinforce the intermediate THINK and COMMUNICATE goals as well the intermediate INTERCULTURAL, and COMMON GOOD goals. As a point of integration following the completion of the five Foundation courses, students will also be asked to reflect on the breadth of their liberal arts education via their electronic portfolios, reinforcing the intermediate METACOGNITION goals and their understanding of the liberal arts. Sections of CSEM 300 will be capped at 20 students. Enrollment will be limited to junior or higher students who have completed *all* five Foundation courses; students who have completed four Foundations may concurrently enroll in CSEM 300 if they are also enrolled in their final Foundation course the same semester. CSEM 300 will be incorporated into all semester-length faculty-led study abroad programs as well as being offered on campus both semesters.

CSEM 400: Building a Better World The capstone of the Foundations of the Liberal Arts programs, CSEM 400 is a forward-looking course about solving problems through the application of liberal arts skills and knowledge. An interdisciplinary, discussion-based common seminar focused on a challenging topic chosen independently by each instructor, the course will emphasize the advanced THINK, COMMUNICATE, COMMON GOOD, DYNAMIC WORLD SYSTEMS, and INTERCULTURAL KNOWLEDGE goals, focusing on developing creative solutions to world problems. In contrast to CSEM 300, the solutions emphasis will provide opportunities for students to collaborate in applying their liberal arts and disciplinary knowledge and skills to develop solutions to major world problems rather than simply evaluating solutions proposed by others.

The focus of the capstone will be the creative application and integration of perspectives from across the liberal arts to the idea of forming a "better world." All sections will share two common readings, one on the common topic and a second on the liberal arts. The potential of the Catholic and Benedictine traditions to contribute to such solutions will be included as well. A group project will provide the opportunity for students to integrate material from across their course experiences while practicing their advanced collaboration, writing, and oral communication skills. A final reflective essay will require students to articulate their vision of the liberal arts and to incorporate a defense of same into an intellectual autobiography informed by their personal electronic portfolio. Sections of CSEM 400 will be capped at 20 students. Enrollment will be limited to seniors who have completed CSEM 300, *all* five Foundation courses, and the three Core Skills requirements; concurrent enrollment in one Core Skills requirement will be allowed.

The five Foundation courses

The five Foundation courses provide the breadth element of the Foundations of the Liberal Arts model and are the most flexible element of the curriculum. While the four Common Seminars will indeed offer fairly common experiences across all sections, each student will select a path through the Foundations that best suits her/his interests. These courses are divided into five designations to reflect the varied learning goals upon which they are based; they are not restricted to any discipline or division, but rather will receive the appropriate designation based on whether or not they address the associated learning goals. It is expected that most Foundation courses will be either existing departmental courses or modest

revisions of the same; any given course may carry a Foundation designation as well as serving a major, minor, or other program. Courses may be at any level and prerequisites may be established as necessary. The only restriction is that *no course may carry more than one Foundation designation* at a time. Overlap between Foundation and Core Skills designations, however, is permissible as long as the course in question clearly meets the learning goals of both requirements.

FG: gender is a disciplinary or interdisciplinary course emphasizing the role of gender as a component of individual identity and social systems. FG courses will address the beginner and intermediate INTERCULTURAL KNOWLEDGE learning goals related to gender. Qualifying courses will likely serve major or minor programs in addition to the FLA; they are assumed to enroll both students seeking the FG designation and majors/minors in the host department. The preponderance of the course materials and methods are expected to address gender. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

FI: intercultural is a disciplinary or interdisciplinary course emphasizing cultural diversity and intercultural knowledge by addressing the beginner and intermediate INTERCULTURAL KNOWLEDGE goals. Qualifying courses will likely serve major or minor programs in addition to the FLA; they are assumed to enroll both students seeking the FI designation and majors/minors in the host department. The preponderance of the course materials and methods are expected to address intercultural knowledge and diversity. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

FC: common good is a disciplinary or interdisciplinary course exploring moral understanding and concepts of the common good, emphasizing the intermediate COMMON GOOD goals and will incorporate materials on the Catholic/Benedictine traditions. Qualifying courses will likely serve major or minor programs in addition to the FLA; they are assumed to enroll both students seeking the FC designation and majors/minors in the host department. The preponderance of the course materials and methods are expected to address community and the common good. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

FN: natural systems is a disciplinary or interdisciplinary course on the natural world and the means by which scholar investigate it, emphasizing the beginner and intermediate DYNAMIC WORLD SYSTEMS goals as they pertain to natural systems. Qualifying courses will likely serve major or minor programs in addition to the FLA; they are assumed to enroll both students seeking the FN designation and majors/minors in the host department. FN courses will include a laboratory component as an element of experiential learning and in keeping with the learning goals; the literature supports the necessity of inquiry-based investigation that takes place in labs for proper understanding of the process of science (Gormally et al. 2009) while the opportunity to struggle with hypothesis generation and testing is an essential part of understanding how scientists create knowledge about the natural world. The preponderance of the course materials and methods are expected to address natural systems. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

FS: social systems is a disciplinary or interdisciplinary course examining human institutions and social structures, emphasizing the beginner and intermediate DYNAMIC WORLD SYSTEMS goals from a social perspective (i.e. human institutions and the consequences of collective action). Qualifying courses will likely serve major or minor programs in addition to the FLA; they are assumed to enroll both students seeking the FS designation and majors/minors in the host department. The preponderance of the course materials and methods are expected to address social world systems. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

The three Core Skills

While the Common Seminars address written and oral communication, reading, and critical thinking across the span of the model, the Core Skills courses emphasize critical skills and ways of thinking long considered central to being liberally educated, including quantitative reasoning, artistic expression and appreciation, and second language. They may be taken at any time in the student's career, may be taken in the major/minor, and may be met by courses taken at other institutions or via equivalence such as AP and PSEO courses. All Core Skills requirements should be met before enrollment in the CSEM 400 capstone course; concurrent registration with a single remaining Core Skills course will be allowed to provide flexibility for students unable to complete them all prior to the senior year.

SQ: Quantitative reasoning courses will by design emphasize the intermediate and advanced QUANTITATIVE LITERACY outcome of the COMMUNICATE goal. While topics and approaches may vary, it is expected that the preponderance of the methods and skills covered by the course will be quantitative in nature. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

SA: Artistic expression and appreciation courses will by design emphasize the intermediate and advanced NONVERBAL LITERACY outcome of the COMMUNICATE goal. While topics and approaches may vary, it is expected that the preponderance of the methods and skills covered by the course will be artistic or critical in nature. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

SL: Second language courses will by design emphasize the knowledge, skills, and abilities necessary to learn a second language at a level determined appropriate for the subject language. For the purposes of this requirement, "second language" is defined as any natural language. Currently these would include Spanish, French, German, Chinese, Japanese, Latin, Greek, ASL and ESL. While topics and approaches may vary, it is expected that the preponderance of the methods and skills covered by the course will address language acquisition and application. Course capped as appropriate to host department. Prerequisites, if any, will be determined by the host department.

The SL requirement presumes the learning outcomes below, drawn from current practice and disciplinary norms, will be adopted as an extension of the broader set already approved by the faculty.

Learning Outcomes	Markers		
	Beginner	Intermediate	Advanced
Listening and Speaking in Second Language	Comprehends and communicates basic spoken messages on familiar topics in the target language.	Can converse intelligibly with native speakers about daily life topics in common social settings.	Can converse effectively with native speakers on a variety of topics, exchanging information and sharing ideas in informal and formal settings.
Reading and Writing in Second Language	Reads and understands key words and phrases related to practical, daily life topics and can write simple messages conveying basic personal or social information.	Reads and understands uncomplicated texts on familiar topics and can write short compositions, including descriptions, summaries, and personal narratives.	Understands different types of written texts on various topics, comprehending nuances of meaning beyond the basic facts. Able to write using different time frames, expressing and responding to ideas in a sustained and connected way, using mostly correct linguistic structures.

Notes and comments

- If a student were required to take *all* FLA and supporting courses the total credits would be 52. However, it is assumed that several of the supporting courses would overlap with major/minor requirements, be fulfilled abroad, or be completed via alternative means (i.e. AP credits, post-sec, etc.). Second language proficiency is also a variable.
- Writing will be emphasized in the four seminars, but needs to be reinforced elsewhere. The FLA would require *majors* to address writing at the *advanced* level within the major (many do so already).
- External credits (e.g., AP, IB, PSEO, CLEP and transfer) will not be accepted for credit toward the Common Seminars under any circumstances. However, they may count as supporting courses (Foundation and Core Skills courses) if they meet the appropriate learning outcomes.
- We have altered the Learning Outcomes for Dynamic World Systems as follows:

OLD version of learning outcomes

Learning Outcomes	Markers		
	Beginner	Intermediate	Advanced
<i>Human and Natural Global Systems</i>	Students identify and explain the historical and contemporary roles of global and local institutions, ideas, and processes in the human and natural worlds.	Students analyze the impacts of global systems or institutions on the human and natural worlds.	Students apply their knowledge of global systems, models or institutions to address complex global problems using interdisciplinary perspectives.

<i>Ethical, Social, Economic, and Environmental Consequences</i>	Students identify and explain the ethical, social, economic, and environmental consequences of human actions on global systems or institutions.	Students analyze the ethical, social, economic, and environmental consequences of global systems or institutions.	Students apply their knowledge of the ethical, social, economic, and environmental consequences of global systems and models to critical issues.
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REVISED version of learning outcomes

<i>Learning Outcomes</i>	<i>Markers</i>		
	<i>Beginner</i>	<i>Intermediate</i>	<i>Advanced</i>
<i>Natural Global Systems</i>	Students understand the place of humans in the natural world, and how evidence is used to test hypotheses about the natural world.	Students analyze how human systems or institutions and the natural world interact with each other.	Students apply their knowledge of natural systems to address complex global problems using interdisciplinary perspectives.
<i>Human Global Systems</i>	Students identify and explain the historical and contemporary roles of global and local institutions, ideas, and processes in the human and their consequences.	Students analyze the ethical, social, economic, and environmental consequences of global systems or institutions.	Students apply their knowledge of the ethical, social, economic, and environmental consequences of global systems and models to critical issues.

Learning outcomes mapped onto the *Foundations* model

		CSEM 100	FC	FG	FI	FN	FS	CSEM 200	CSEM 300	CSEM 400	SA	SL	SQ
Think	Inquiry and Analysis	B	I	I	I	I	I	I	I	A			
	Evidence and Methods	B				I	I	I	I	A			
	Multiple Perspectives	B	I	I	I			I	I	A			
	Evaluation	B	I	I				I	I	A			
	Metacognition							BI	I	A			
Communicate	Written Communication	B	I	I	I	I	I	I	I	A			
	Oral and Nonverbal Communication	B						I	I	A			
	Reading	B	I		I			I	I	A			
	Information Literacy	B				I	I	I	I	A			
	Nonverbal Literacy	B (FYX)							I	A	IA		
	Quantitative Literacy					B	B	B		A			IA
	Discussion	B	I	I	I			I	I	A			
Teamwork	B				I	I	I	I	A				
Dynamic World	Natural Global Systems					BI				A			
	Human Global Systems						BI		I	A			
Intercultural Knowledge	Cultural Self Awareness			BI (gender)	BI (non-gender)			BI	A	A			
	Interactions among Groups			BI (gender)	BI (non-gender)			BI	I	A			
Common Good	Moral Understanding (Individual)	B	I						I	A			
	Analyzing the Common Good (Institutional)	B	I						I	A			

Think

Learning Outcomes	Markers		
	Beginner	Intermediate	Advanced
<i>Inquiry and Analysis</i>	100	200 300 FC FG FI FN FS	400
<i>Evidence and Methods</i>	100	200 300 FN FS	400
<i>Multiple Perspectives</i>	100	200 300 FC FG FI	400
<i>Evaluation</i>	100	200 300 FC FG	400
<i>Metacognition: Thinking about Thinking</i>	200	200 300	400

Communicate

Learning Outcomes	Markers		
	Beginner	Intermediate	Advanced
<i>Written Communication</i>	100	200 300 FC FG FI FN FS	400
<i>Oral and Nonverbal Communication</i>	100	200 300	400
<i>Reading</i>	100	200 300 FC FI	400
<i>Information Literacy</i>	100	200 300 FN FS	[300?] 400
<i>Nonverbal Literacy</i>	FYX	SA	SA
<i>Quantitative Literacy</i>	FN FS	SQ	SQ
<i>Discussion</i>	100	200 300 FC FG FI	400
<i>Teamwork</i>	100	200 300 FN FS	400

Dynamic World Systems

Learning Outcomes	Markers		
	Beginner	Intermediate	Advanced
<i>Natural Global Systems</i>	FN	FN	400
<i>Human Global Systems</i>	FS	300 FS	400

Intercultural Knowledge

Learning Outcomes	Markers		
	Beginner	Intermediate	Advanced
<i>Cultural Self Awareness</i>	200 FG [gender] FI [non-gender]	FG [gender] FI [non-gender]	300 400
<i>Interactions among Groups</i>	200 FG [gender] FI [non-gender]	300 FG [gender] FI [non-gender]	400

The Common Good

Learning Outcomes	Markers		
	Beginner	Intermediate	Advanced
<i>Moral Understanding (Individual)</i>	100	300 FC	400
<i>Analyzing the Common Good (Institutional)</i>	100	300 FC	400

Advising

As with any curricular revision we anticipate adopting the *Foundations* model will require significant changes to advising processes and practices. The elimination of the old two-semester FYS model creates the opportunity for new advising paths, while the model's emphasis on breadth and integration is hoped to expand student exposure to idea, methods, and topics outside their major area early in their educational program. Consequently, we propose adopting a hybrid model for advising that places greater responsibility for first-year students with departmental faculty while also spreading the advising workload more broadly. This might involve assigning every student a faculty advisor in a department/major, including those who are undecided; these primary advisors could help the students navigate the registration process and speak to the specific requirements of at least one major in which the student has expressed interest. Meanwhile, during the fall semester CSEM 100 faculty will share advising responsibility for the *Foundations* curriculum, incorporating explanation and discussion about the general education program and the common seminars into class time—a natural extension of the expected focus on the liberal arts intended for that class. Similarly, CSEM 200 and CSEM 300 faculty could dedicate class discussion to the structure of the upcoming requirements and the means by which students can navigate the overall program. Finally, the anticipated First Year Experience (FYX) program could serve as a venue for linking information about general education and major paths with student career goals and overall academic planning. A collaborative advising model of this nature would ideally spread the burden of advising among more faculty/staff while also reinforcing the need for intentional, self-directed, and thoughtful academic planning among the students.

Assessment plan

It is assumed that the e-portfolio will facilitate the assessment of all learning outcomes. Each of the courses in the FLA will produce appropriate artifacts that allow the assessment of the learning outcomes for that course. For example, essays or presentations in each of the Common Seminars would be identified as markers for specific outcomes. The resulting artifacts (papers, evaluations of presentations, video recordings, artistic creations, etc.) would be collected by individual students in e-portfolios as part of the regular class activity—this can in fact be done automatically by linking a Canvas submission portal to an assessment platform, so the process essentially happens in the background. These artifacts could then be stripped of individual identifying information and sent to assessment teams for evaluation, with the results feeding back into the assessment platform for analysis. As artifacts cumulate in the portfolios of individual students they will be asked to reflect upon their own intellectual development and academic experiences in each of the Common Seminars, the results of those assignments themselves becoming part of the assessment cycle.

Budget and FTE distribution

At the most basic level the FLA model is close to resource-neutral, in terms of the FTEs required to teach it, once the entire program is up-and-running. The FLA proposes four new common seminars, each capped at 20 students, that will replace the current 2-semester FYS (capped at 18) and the Ethics Common Seminar (ETHS) (typically capped at 20). The current combination of FYS and ETHS requires approximately 24 FTE to administer annually. Using the same enrollment assumptions, the four common seminars would require a combined 29 FTE. This increase in staffing would be offset by a reduction in requirements for supporting courses as compared to the current Common Curriculum. It is further

assumed that the need for a large majority of Foundation and Core Skills courses will be fulfilled by revisions to existing departmental courses so that they meet the new learning outcomes.

Note on experiential learning

Experiential learning opportunities are built into many of our majors already. For example, GBUS, Environmental Studies, Peace Studies, the Book Arts minor, and the Pastoral Ministry track in theology all require students to complete internships. There are also majors like Econ where students could fulfill their EL through capstone projects. Disciplinary practica (nursing clinical, student teaching, etc.) also fulfill the EL.

From a list of 213 EL designated courses offered during the 2015-16 academic year, provided by the registrar's office, we see that 70.89% were internship courses and another 3.7% summer internships, 17.4% were courses other than those designated as capstone/senior recital, etc. and 7.5% were capstone/senior thesis etc. courses. Many of the internships are also major based (ENVR, GBUS, ACFIN etc.). Looking at the 713 students enrolled in these classes close to 50% of the students were enrolled in courses with an EL designation, another 15% in the Courses designated as Capstone/Senior Thesis/Recital etc., 24.42% were enrolled in internship courses during Fall/Spring and 10.8% in summer internships. Further, data from the office of EL suggests that based on SD2020 data, 71% of CSB and 67% of SJU students currently complete an internship or practicum, counting only for-credit internships.

Data from the registrar's office on 786 graduating students for 2015-16 suggests 34.86% of students (274 students) participated in Study Abroad programs from which they received their EL credit. But we do not know from the data whether EL was the primary motivation for participation in Study Abroad etc. Anecdotally, many study abroad directors have also found it rather challenging to incorporate EL in COLG 385, even as it has evolved into an expectation in recent years.

There is no way of knowing if a student has completed multiple EL designated courses at this time. However, one could possibly deduce that internships as well as major specific courses/practica (Nursing, Education, Exercise Sciences etc.) are both relatively common ways in which students get EL designations.

Based on this evidence we conclude that experiential learning practices have become widespread and are in fact embedded in many majors as well as study abroad programs. Consequently, it was determined that the new general education program should *encourage* the continuation of these high-impact practices without adding another specific requirement to the model. This is especially true given the model's focus on faculty-approved learning goals and emphases specific to CSB/SJU (such as our focus on gender, the common good, and the Catholic/Benedictine traditions). Experiential learning is valuable and important, but it is also very widespread in our curriculum outside of general education so we advocate maintaining that level of integration but not establishing a specific requirement for students within the general education model.

Selected Bibliography

Over the last three years members of our team have participated in the CCVC process in a variety of ways. Every aspect of our participation meant exploring a great deal of literature, some of which was distributed by the CCVC, and much of it located independently in support of specific programmatic ideas or pedagogical approaches of interest. This bibliography includes the most useful sources our team identified in the course of that journey and ranges from the very broad (“what is the purpose of general education?”) to the very specific (“how can e-portfolios be used to drive student reflection on the liberal arts?”).

In preparation for our own curriculum deliberations our team looked at a wide variety general education programs at other schools. We looked at Catholic schools, Benedictine schools, liberal arts colleges, peer institutions, and aspirants. Some of those programs examined include the following:

Allegheny College	Middlebury College
Bard College	Northland College
Belmont University	Oberlin College
Beloit College	Occidental College
Bennington College	Pomona College
Bowdoin College	Portland State University
Bucknell College	Reed College
Carleton College	Rollins College
Concordia University Irvine	Saint Anselm College
Davidson College	Saint Francis University
Grinnell College	Saint Lawrence University (NY)
Gustavus Adolphus	Saint Mary’s College of CA
Hamilton College	Skidmore College
Harvey Mudd College	Thomas Aquinas College
Kenyon College	Union College
Lewis and Clark	University of Southern Maine

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Sample four-year plans

Sample four-year plans were prepared for most majors, including variations with a semester abroad. In all cases we found it possible to complete the FLA and major requirements; using the same assumptions employed here the number of elective credits available to students appears to be higher than under the Common Curriculum. This is an initial review of majors by our committee based largely on the basic descriptions of major requirements appearing in the Academic Catalog. Some variations in course sequencing were introduced, as were variables in study abroad participation and total electives taken. In most cases *it was not* assumed that any majors courses would double-count as Foundations; in reality one would expect at least one course and possibly two to count for both. Elective spaces are indicated generically; these could of course be replaced by a second major or minor. These four-year plans are simply initial assessments though, and likely do not reflect typical paths through any major. We would welcome feedback from departments and programs to more accurately determine how the FLA model would interface with and serve their majors.

Natural Science majors

BCHM major

Year 1	
Fall CSEM 100/FYX BIOL 101 (FN) CHEM 125/201 MATH 119 (SQ)	(16-17 credits) Spring BIOL 201 CHEM 250/202 MATH 120 FG
Year 2	
Fall CHEM 251/203 PHYS 105 CSEM 200 Language (SL1)	(16-17 credits) Spring CHEM 255/205 PHYS 106 CHEM 315 Language (SL2)
Year 3	
Fall BCHM 317 BIOL 311 CSEM 300 FI	(16 credits) Spring BIOL 318 FC SA
Year 4	
Fall BCHM elective (4 cr) FS [8 credits electives]	(16 credits) Spring BCHM XXX BCHM 375 CSEM 400 [4 credits electives]

BIOL major – going abroad

Year 1	
Fall (16 credits) CSEM 100/FYX BIOL 101 (FN) CHEM 125/201 Language (SL1)	Spring (16 credits) BIOL 201 MATH 124 (SQ) FG Language (SL2)
Year 2	
Fall (16 credits) BIOL 202 BIOL adjunct elective CSEM 200 [4 credits electives]	Spring (16 credits) BIOL 3xx FS FC [4 credits electives]
Year 3	
Fall (Abroad) (16 credits) CSEM 300 FI [8 credits electives]	Spring (16 credits) BIOL 3xx BIOL 3xx [8 credits electives]
Year 4	
Fall (16 credits) BIOL 3xx CSEM 400 [8 credits electives]	Spring (16 credits) BIOL 3xx BIOL capstone SA [6 credits electives]

Pre-med BIOL major – going abroad

Year 1	
Fall (16 credits) CSEM 100/FYX BIOL 101 (FN) CHEM 125/201 Language (SL1)	Spring (16 credits) BIOL 201 CHEM 250/202 FG Language (SL2)
Year 2	
Fall (16 credits) CHEM 255/205 PHYS 105 FS CSEM 200	Spring (16 credits) BIOL 323 PHYS 106 FC SQ
Year 3	
Fall (16 credits) BIOL 317 BIOL 202 FI [4 credits electives]	Spring (Abroad) (16 credits) WC CSEM 300 [8 credits electives]
Year 4	
Fall (16 credits) CHEM 250/203	Spring (16 credits) BIOL 3xx

BIOL 3xx SA [4 credits electives]	BIOL 3xx BIOL capstone CSEM 400 [2 credits electives]
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CHEM major

Year 1	
Fall (16-17 credits) CSEM 100/FYX CHEM 125/201 (FN) Language (SL1) MATH 119 (SQ)	Spring (16-17 credits) CHEM 250/202 FG Language (SL2) MATH 120
Year 2	
Fall (16-17 credits) CHEM 251/203 PHYS 105 CSEM 200 SA	Spring (16-17 credits) CHEM 252/205 PHYS 106 FI FC
Year 3	
Fall (16 credits) CHEM 255 CHEM 318 CHEM 349 (0-1 cr) FS [3-4 credits electives]	Spring (16 credits) CHEM 305 CHEM 3XX (2cr) CSEM 300 [6 credits electives]
Year 4	
Fall (16 credits) CHEM 360 or 398 (2-4 cr) CHEM 3XX (2cr) [10-12 credits electives]	Spring (16 credits) CHEM 3XX (2cr) CHEM XXX CSEM 400 [6 credits electives]

Students can be certified by the ACS if they take a total of six, 2 credit in-depth courses and 4 credits of CHEM 360 (laboratory research).

CHEM major, Environmental Chemistry concentration

Year 1	
Fall (16-17 credits) CSEM 100/FYX CHEM 125/201 (FN) Language (SL1) MATH 119 (SQ)	Spring (16-17 credits) CHEM 250/202 FG Language (SL2) MATH 120
Year 2	
Fall (16-17 credits) CHEM 251/203 PHYS 105 CSEM 200 SA	Spring (16-17 credits) CHEM 252/205 PHYS 106 FI FC
Year 3	

Fall CHEM 255 CHEM 318 CHEM 349 (0-1 cr) FS [3-4 credits electives]	(16 credits)	Spring CHEM 305 CHEM 3XX (2cr) CSEM 300 [6 credits electives]	(16 credits)
Year 4			
Fall CHEM 360 or 398 (2-4 cr) CHEM 3XX (2cr) [10-12 credits electives]	(16 credits)	Spring CHEM 3XX (2cr) CHEM XXX CSEM 400 [6 credits electives]	(16 credits)

Students can be certified by the ACS if they take a total of six, 2 credit in-depth courses and 4 credits of CHEM 360 (laboratory research).

CHEM major, Chemical Biology concentration

Year 1			
Fall CSEM 100/FYX CHEM 125/201 (FN) Language (SL1) MATH 119 (SQ)	(16-17 credits)	Spring CHEM 250/202 FG Language (SL2) MATH 120	(16-17 credits)
Year 2			
Fall CHEM 251/203 PHYS 105 CSEM 200 SA	(16-17 credits)	Spring CHEM 252/205 PHYS 106 FI FC	(16-17 credits)
Year 3			
Fall CHEM 255 CHEM 318 CHEM 349 (0-1 cr) FS [3-4 credits electives]	(16 credits)	Spring CHEM 305 CHEM 3XX (2cr) CSEM 300 [6 credits electives]	(16 credits)
Year 4			
Fall CHEM 360 or 398 (2-4 cr) CHEM 3XX (2cr) [10-12 credits electives]	(16 credits)	Spring CHEM 3XX (2cr) CHEM XXX CSEM 400 [6 credits electives]	(16 credits)

Students can be certified by the ACS if they take a total of six, 2 credit in-depth courses and 4 credits of CHEM 360 (laboratory research).

CHEM major, Materials/Industrial Chemistry concentration

Year 1	
Fall (16-17 credits) CSEM 100/FYX CHEM 125/201 (FN) Language (SL1) MATH 119 (SQ)	Spring (16-17 credits) CHEM 250/202 FG Language (SL2) MATH 120
Year 2	
Fall (16-17 credits) CHEM 251/203 PHYS 105 CSEM 200 SA	Spring (16-17 credits) CHEM 252/205 PHYS 106 FI FC
Year 3	
Fall (16 credits) CHEM 255 CHEM 318 CHEM 349 (0-1 cr) FS [3-4 credits electives]	Spring (16 credits) CHEM 305 CHEM 3XX (2cr) CSEM 300 [6 credits electives]
Year 4	
Fall (16 credits) CHEM 360 or 398 (2-4 cr) CHEM 3XX (2cr) [10-12 credits electives]	Spring (16 credits) CHEM 3XX (2cr) CHEM XXX CSEM 400 [6 credits electives]

Students can be certified by the ACS if they take a total of six, 2 credit in-depth courses and 4 credits of CHEM 360 (laboratory research).

CSCI major

Year 1	
Fall (16 credits) CSEM 100/FYX CSCI 150 (or 130 or 140) Language (SL1) FN	Spring (16 credits) MATH 118 (or 119 or 120) (SQ) Language (SL2) CSCI 160 FI
Year 2	
Fall (16 credits) CSCI 200 CSCI 239 CSEM 200 FC	Spring (16 credits) CSCI 230 CSCI 339 FG FS
Year 3	

Fall CSCI 310 CSEM 300 [8 cr electives]	(16 credits)	Spring CSCI 338 [4 cr CSCI electives] SA [4 cr electives]	(16 credits)
Year 4			
Fall [4 cr CSCI electives] CSCI 369 CSEM 400 [4 cr electives]	(16 credits)	Spring [4 cr CSCI electives] CSCI 373 or 398 [8 cr electives]	(16 credits)

ISCI major

Year 1			
Fall CSEM 100/FYX NATS xxx (FN) Language (SL1) FI	(16 credits)	Spring NATS xxx NATS xxx Language (SL2) SQ	(16 credits)
Year 2			
Fall NATS xxx CSEM 200 FG [4 cr electives]	(16 credits)	Spring ISCI 201 (2 cr) NATS 3xx FS	(16 credits)
Year 3			
Fall NATS 3xx SA FC [4 cr electives]	(16 credits)	Spring NATS 3xx NATS 3xx CSEM 300 [4 cr electives]	(16 credits)
Year 4			
Fall NATS 3xx NATS 3xx ISCI 301 (2 cr) [6 cr electives]	(16 credits)	Spring NATS 3xx ISCI 378 CSEM 400 [4 cr electives]	(16 credits)

MATH major – Studying Abroad

Year 1			
Fall CSEM 100/FYX MATH 119 (SQ) FN Language (SL1)	(16 credits)	Spring MATH 120 FI Language (SL2) [4 cr electives]	(16 credits)
Year 2			

Fall CSEM 200 MATH 239 FG [4 cr electives]	(16 credits)	Spring MATH 241 [4 cr MATH 3xx] SA FC	(16 credits)
Year 3			
Fall (Abroad) CSEM 300 FS [8 cr electives]	(16 credits)	Spring MATH 343 MATH 331 [4 cr MATH 3xx] [4 cr electives]	(16 credits)
Year 4			
Fall CSEM 400 [4 cr MATH 3xx] [8 cr electives]	(16 credits)	Spring [4 cr MATH 3xx] MATH 395 (2 cr) [10 cr electives]	(16 credits)

NRSNG major

Year 1			
Fall CSEM 100/FYX BIOL 101 (FN) CHEM 125/201 NRSNG 220 (2 cr) Language (SL1)	(18 credits)	Spring BIOL 212 PSYC 111 NUTR 125 Language (SL2)	(16 credits)
Year 2			
Fall BIOL 325 PSYC 360 CSEM 200 SQ	(16 credits)	Spring BIOL 326 NRSNG 201 (6 cr) NRSNG 211 (2 cr) NRSNG 255 (2 cr) FC	(18 credits)
Year 3			
Fall NRSNG 341 (2 cr) NRSNG 301 (8 cr) NRSNG 311 (4 cr) FS	(18 credits)	Spring NRSNG 302 (8 cr) NRSNG 342 (2 cr) CSEM 300 on Healthcare Ethics FG	(18 credits)
Year 4			
Fall NRSNG 303 (8 cr) NRSNG 343 (2 cr) NRSNG 355 (2 cr) SA	(16 credits)	Spring NRSNG 395 (5 cr) NRSNG 356 (4 cr) CSEM 400 FI	(17 credits)

NUTR major

Year 1	
Fall CSEM 100/FYX BIOL 101 NUTR 125 (FN) Language (SL1) (16 credits)	Spring BIOL 216 NUTR 223 Language (SL2) FG (16 credits)
Year 2	
Fall CHEM 125 MATH 124 (SQ) CSEM 200 [4 cr electives] (16 credits)	Spring CHEM 250 NUTR 323 FC FI (16 credits)
Year 3	
Fall NUTR 301 FS [4 cr electives] SA (16 credits)	Spring CSEM 300 [4 cr NUTR elective] [8 cr electives] (16 credits)
Year 4	
Fall [4 cr NUTR elective] [12 cr electives] (16 credits)	Spring NUTR 395 (2 cr) CSEM 400 [8 cr electives] (16 credits)

NUTR, DIET major

Year 1	
Fall CSEM 100/FYX BIOL 101 CHEM 125 NUTR 125 (FN) (16 credits)	Spring BIOL 201 CHEM 250/201 FG MATH 118 (SQ) (16 credits)
Year 2	
Fall CHEM 251/202 Language (SL1) NUTR 223 CSEM 200 (16 credits)	Spring CHEM 255/205 NUTR 323 Language (SL2) FI (16 credits)
Year 3	
Fall NUTR 230 (2 cr) NUTR 330 FS SA [2 cr electives] (16 credits)	Spring NUTR 331 CSEM 300 FC NUTR 380 (1 cr) [7 cr electives] (16 credits)
Year 4	

Fall PHYS 105 NUTR 381 (1 cr) MATH 124 [7 cr electives]	(16 credits)	Spring NUTR 396 (2 cr) CSEM 400 PHYS 106 [6 cr electives]	(16 credits)
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NUTR, FSBU major

Year 1			
Fall CSEM 100/FYX ACFN 111 NUTR 125 (FN) Language (SL1)	(16 credits)	Spring ACFN 112 NUTR 225 Language (SL2) FG	(16 credits)
Year 2			
Fall ECON 111 MATH 122 (SQ?) CSEM 200 ART 118, 215 or 218 (SA)	(16 credits)	Spring GBUS 201 NUTR 323 FC FI	(16 credits)
Year 3			
Fall ECON 320 (or 315, 318 or 329) NUTR 343 FS [4 cr electives]	(16 credits)	Spring CSEM 300 NUTR 345 GBUS 321 [4 cr electives]	(16 credits)
Year 4			
Fall NUTR 230 (2 cr) NUTR 341 (2 cr) [12 cr electives]	(16 credits)	Spring NUTR 395 (2 cr) CSEM 400 [10 cr electives]	(16 credits)

PHYS major

Year 1			
Fall CSEM 100/FYX PHYS 191(FN) MATH 119 (SQ) Language (SL1)	(16 credits)	Spring PHYS 200 MATH 120 Language (SL2) FI	(16 credits)
Year 2			
Fall PHYS 211 MATH 239 CSEM 200 FG	(16 credits)	Spring PHYS 320 MATH 337 FS [4 cr electives]	(16 credits)
Year 3			
Fall PHYS 339 PHYS 332 (1 cr)	(17 credits)	Spring PHYS 341 PHYS 332 (1 cr)	(15 credits)

[4 cr PHYS 3xx] FC [4 cr electives]	[2 cr PHYS 3xx] CSEM 300 [4 cr electives]
Year 4	
Fall (17 credits) PHYS 346 MATH 305 PHYS 370 (1 cr) CSEM 400 SA	Spring (15 credits) PHYS 343 (2 cr) PHYS 344 (2 cr) PHYS 370 (1 cr) PHYS 372 (1 cr) PHYS 373 (1 cr) MATH 341 [4 cr electives]

PHYS, APPL major

Year 1	
Fall (16 credits) CSEM 100/FYX PHYS 191(FN) MATH 119 (SQ) Language (SL1)	Spring (16 credits) PHYS 200 MATH 120 Language (SL2) FI
Year 2	
Fall (16 credits) PHYS 211 MATH 239 CSEM 200 FG	Spring (16 credits) PHYS 320 MATH 337 FS CHEM 125/201
Year 3	
Fall (17 credits) PHYS 339 PHYS 332 (1 cr) [4 cr PHYS 3xx] FC [4 cr electives]	Spring (15 credits) PHYS 341 PHYS 332 (1 cr) CSEM 300 PHYS 217 (2 cr) [4 cr electives]
Year 4	
Fall (16 credits) PHYS 370 (1 cr) PHYS 372 (1 cr) [2 cr PHYS 3xx] MATH 305 CSEM 400 SA	Spring (15 credits) PHYS 343 (2 cr) PHYS 344 (2 cr) PHYS 370 (1 cr) PHYS 372 (1 cr) PHYS 373 (1 cr) MATH 341 [4 cr electives]

Social Science division majors

Economics Major with Study Abroad

Year 1					
Fall		(16 credits)	Spring		(16 credits)
ECON 111	4		ECON 332	4	
MT 119/118	4 [SQ]		MT 124	4	
CSEM 100	4		SA	4	
FG	4		FI	4	
Year 2					
Fall		(16 credits)	Spring		(16 credits)
ECON 333	4		ECON 300+	4	
ECON 334	4		SL	4	
CSEM 200	4		XXX	4	
FC	4		FN	4	
Year 3					
Fall		(16 credits)	Spring		(16 credits)
ECON 300+	4		Study Abroad (CSEM 300)		
ECON 300+	4				
FS	4				
XX	4				
Year 4					
Fall		(16 credits)	Spring		(16 credits)
ECON 300+	4		CSEM 400	4	
ECON 384 (Capstone)	4		XX	4	
XX	4		XX	4	
XX	4		XX	4	

Sociology Major with Study Abroad

Year 1					
Fall		(16 credits)	Spring		(16 credits)
SOCI 111	4		SOCI 204	4	
FG	4		SOCI XXX	4	
SA	4		FN	4	
CSEM100	4		FI	4	
Year 2					
Fall		(16 credits)	Spring		(16 credits)
SOCI 205 (SQ)	4		SOCI XXX	4	
SOCI XXX	4		SOCI XXX	4	
FC	4		SL	4	
FS	4		CSEM 200	4	
Year 3					
Fall		(16 credits)	Spring		(16 credits)
SOCI XXX	4		Study Abroad (CSEM 300)		
SOCI XXX	4				
XXX	4				
XXX	4				
Year 4					

Fall		(16 credits)	Spring		(16 credits)
SOCI 396	4		CSEM 400	4	
XXX	4		XXX	4	
XXX	4		XXX	4	
XXX	4		XXX	4	

Sociology Major with concentration in Anthropology and Study Abroad

Year 1					
Fall		(16 credits)	Spring		(16 credits)
SOCI 111	4		SOCI 204	4	
FG	4		SOCI 121	4	
FI	4		FN	4	
CSEM100	4		SA	4	
Year 2					
Fall		(16 credits)	Spring		(16 credits)
SOCI 205 (SQ)	4		SOCI 337H	4	
SOCI 322	4		SOCI XXX	4	
FC	4		SL	4	
FS	4		CSEM 200	4	
Year 3					
Fall		(16 credits)	Spring		(16 credits)
Regional Anthropology	4		Study Abroad (CSEM 300)		
SOCI XXX	4				
XXX	4				
XXX	4				
Year 4					
Fall		(16 credits)	Spring		(16 credits)
SOCI XXX	4		CSEM 400	4	
Topical Anthropology	4		SOCI 396	4	
XXX	4		XXX	4	
XXX	4		XXX	4	

Psychology major and Study Abroad

Year 1					
Fall		(16 credits)	Spring		(16 credits)
PSYCH 111	4		PSYCH 221 (SQ)	4	
FG	4		PSYCH 330/331/350	4	
FI	4		FN	4	
CSEM100	4		SA	4	
Year 2					
Fall		(16 credits)	Spring		(16 credits)
PSYCH 235 (SQ)	4		PSYCH 320/340	4	
PSYCH 330/331/350	4		XXX	4	
FC	4		SL	4	
FS	4		CSEM 200	4	
Year 3					
Fall		(16 credits)	Spring		(16 credits)
PSYCH 300	4		Study Abroad (CSEM 300)		
PSYCH 304/308/309/310/311/..	4				

XXX	4		
XXX	4		
Year 4			
Fall	(16 credits)	Spring	(16 credits)
PSYCH 304/308/309/310/311/. 4		CSEM 400	4
PSYCH 304/308/309/310/311/. 4		PSYCH Capstone	4
XXX	4	XXX	4
XXX	4	XXX	4

GBUS major and Study Abroad

Year 1			
Fall	(16 credits)	Spring	(16 credits)
ECON 111	4	FI	4
ACFN 111	4	SA	4
MT 118/119/122/124 (SQ) 4		FN	4
CSEM100	4	FG	4
Year 2			
Fall	(16 credits)	Spring	(16 credits)
GBUS 210-40	8	GBUS 210-40	8
FC	4	SL	4
FS	4	CSEM 200	4
Year 3			
Fall	(16 credits)	Spring	(16 credits)
GBUS 311/321/341/361	4	Study Abroad (CSEM 300)	
GBUS 300	4		
GBUS 3XX	4		
XXX	4		
Year 4			
Fall	(16 credits)	Spring	(16 credits)
GBUS 311/321/341/361	4	CSEM 400	4
GBUS 311/321/341/361	4	GBUS 381	4
GBUS 397/394	4	XXX	4
XXX	4	XXX	4

Peace Studies major and Study Abroad

Year 1			
Fall	(16 credits)	Spring	(16 credits)
PCST 111	4	PCST 333/343	4
SA	4	PCST 221	4
FI	4	FN	4
CSEM100	4	FG	4
Year 2			
Fall	(16 credits)	Spring	(16 credits)
PCST Elective	4	PCST Elective	4
PCST Elective	4	PCST Elective	4
FC	4	SL	4
FS	4	CSEM 200	4
Year 3			

Fall		(16 credits)	Spring		(16 credits)
PCST 346	4		Study Abroad (CSEM 300)		
PCST 397	4				
SQ	4				
XXX	4				
Year 4					
Fall		(16 credits)	Spring		(16 credits)
PCST 399 (Capstone)	4		CSEM 400	4	
ENVR 175/275	4		XXX	4	
XXX	4		XXX	4	
XXX	4		XXX	4	

Political Science major and Study Abroad

Year 1					
Fall		(16 credits)	Spring		(16 credits)
POLS 111	4		POLS 121	4	
SA	4		POLS 211	4	
FI	4		FN	4	
CSEM100	4		FG	4	
Year 2					
Fall		(16 credits)	Spring		(16 credits)
POLS 221	4		POLS 222/223/224	4	
POLS 222/223/224	4		POLS 300+	4	
FC	4		SL	4	
FS	4		CSEM 200	4	
Year 3					
Fall		(16 credits)	Spring		(16 credits)
POLS 300+	4		Study Abroad (CSEM 300)		
POLS 300+	4				
SQ	4				
XXX	4				
Year 4					
Fall		(16 credits)	Spring		(14 credits)
POLS Senior Research Seminar	4		CSEM 400	4	
POLS 300+	4		POLS 399	2	
XXX	4		XXX	4	
XXX	4		XXX	4	

Accounting Major with Traditional Concentration

Year 1			
Fall		(16 credits)	Spring (14 credits)
ACFN 111	4		ACFN 112 4
ECON 111	4		ACFN 210 2
MT 118/119/122 (SQ)	4		MT 124 4
CSEM100	4		FG 4
Year 2			
Fall		(14 credits)	Spring (16 credits)
ACFN 325	4		ACFN 326 4
ACFN 335	2		ACFN 310/GBUS 201/ECON 300+ 4
FC	4		CSEM 200 4
FI	4		SA 4
Year 3			
Fall		(16 credits)	Spring (16 credits)
ACFN 331	4		ACFN 338 4
ACFN 332	4		ACFN 340 4
SL	4		CSEM 300 4
FN	4		FS 4
Year 4			
Fall		(16 credits)	Spring (14 credits)
ACFN 355	4		ACFN 396 (capstone) 4
XXX	4		XXX 4
XXX	4		XXX 4
XXX	4		CSEM 400 4

Accounting Major with Finance Concentration

Year 1			
Fall		(16 credits)	Spring (14 credits)
ACFN 111	4		ACFN 112 4
ECON 111	4		ACFN 210 2
MT 118/119 (SQ)	4		MT 124 4
CSEM100	4		FG 4
Year 2			
Fall		(14 credits)	Spring (16 credits)
ACFN 325	4		ACFN 310 4
ACFN 335	2		ACFN 315 4
GBUS 201	4		FC 4
FI	4		CSEM 200 4
Year 3			

Fall	(16 credits)	Spring	(16 credits)
ACFN 333	4	ACFN 320	4
ACFN 360/361/362	4	ACFN/ECON/POLS	4
ACFN/ECON/POLS	4	CSEM 300	4
FN	4	FS	4
Year 4			
Fall	(16 credits)	Spring	(16 credits)
SA	4	ACFN 395 (Capstone)	4
SL	4	XXX	4
XXX	4	XXX	4
XXX	4	CSEM 400	4

Accounting Major with Public Accounting Concentration

Year 1			
Fall	(16 credits)	Spring	(16 credits)
ACFN 111	4	ACFN 112	4
ECON 111	4	ACFN 210	2
MT 118/119/122 (SQ)	4	ACFN 335	2
CSEM100	4	FG	4
		FI	4
Year 2			
Fall	(16 credits)	Spring	(16 credits)
ACFN 325	4	ACFN 326	4
GBUS 201	4	ACFN 310	4
MT 124	4	ACFN 331	4
FC	4	CSEM 200	4
Year 3			
Fall	(16 credits)	Spring	(16 credits)
ACFN 332	4	ACFN 340	4
ACFN 333	4	ACFN 355	4
ACFN 338	4	FS	4
FN	4	CSEM 300	4
Year 4			
Fall	(14 credits)	Spring	(14 credits)
ACFN 315/320/300	4	ACFN 396 (Capstone)	4
ACFN 330/337/353	2	CSEM 400	4
SA	4	XXX	4
SL	4	XXX	4

Education major

Year 1			
Fall		(17 credits)	Spring (18 credits)
EDUC 109	1		EDUC 203 4
EDUC 111	4 [FG]		EDUC 212 2
EDUC 150	2 [SA]		EDUC 215 4
EDUC 151	2 [SA]		MT 121 [SQ] 4
FI	4		FN 4
CSEM100	4		
Year 2			
Fall		(15 credits)	Spring (17 credits)
EDUC 305	1		EDUC 313 1
EDUC 310	4		EDUC 318 4
EDUC 315	2		EDUC 323 4
MT 180	4		SL 4
FC	4		CSEM 200 4
Year 3			
Fall		(18 credits)	Spring (17 credits)
EDUC 325	4		EDUC 347 4
EDUC 334	4		EDUC 358 4
EDUC 356	4		EDUC 359 1
FS	4		EDUC 390 4 [FC?]
EDUC 333	2		CSEM 300 4
Year 4			
Fall		(16 credits)	Spring (12 credits)
EDUC 360/361	16		CSEM 400 4
			XXX 4
			XXX 4

Fine Arts division majors

Music Major, Performance

Year 1			
Fall		(14 credits)	Spring (14 credits)
CSEM 100	4		MUSC227 1
MUSC227	1		Ensemble 1
Ensemble	1		MUSC112/122 4
MUSC111/121	4		SL2 4
SL1	4		FG 4
Year 2			

Fall		(14 credits)	Spring		(14 credits)
MUSC227	1		MUSC227	1	
Ensemble	1		Ensemble	1	
MUSC211/221	4		MUSC212/222	4	
CSEM200	4		SQ	4	
FI	4		FN	4	
Year 3					
Fall		(14 credits)	Spring		(14 credits)
CSEM300	4		MUSC227	1	
MUSC227	1		Ensemble	1	
Ensemble	1		MUSC336	4	
MUSC335	4 (SA)		Elective	4	
FC	4		FS	4	
Year 4					
Fall		(xx credits)	Spring		(6 credits)
MUSC337	1		CSEM400	4	
Ensemble	1		MUSC337	1	
Elective	4		Ensemble	1	

Music Major, Composition

Year 1					
Fall		(18 credits)	Spring		(14 credits)
CSEM 100	4		MUSC227	1	
MUSC227	1		Ensemble	1	
Ensemble	1		MUSC112/122	4	
MUSC111/121	4		SL2	4	
SL1	4		FG	4	
FC	4				
Year 2					
Fall		(10 credits)	Spring		(14 credits)
MUSC227	1		MUSC227	1	
Ensemble	1		Ensemble	1	
MUSC211/221	4		MUSC212/221	4	
CSEM200	4		SQ	4	
FI	4		FS	4	
Year 3					
Fall		(14 credits)	Spring		(xx credits)
MUSC337	1		MUSC337	1	
Ensemble	1		Ensemble	1	
MUSC335	4 (SA)		MUSC336	4	
FN	4		CSEM300	4	
Year 4					

Fall		(6 credits)	Spring		(8 credits)
MUSC337	1		CSEM400	4	
Ensemble	1		Elective	4	
Elective	4				

Music Major, Liturgical

Year 1					
Fall		(18 credits)	Spring		(18 credits)
CSEM 100	4		MUSC227	1	
MUSC227	1		Ensemble	1	
Ensemble	1		MUSC112/122	4	
MUSC111/121	4		SQ	4	
SL1	4		SL2	4	
FN	4		FG	4	
Year 2					
Fall		(14 credits)	Spring		(10 credits)
MUSC227	1		MUSC227	1	
Ensemble	1		Ensemble	1	
MUSC211/221	4		MUSC212/221	4	
FI	4		FC	4	
CSEM200	4				
Year 3					
Fall		(18 credits)	Spring		(18 credits)
MUSC227	1		MUSC227	1	
Ensemble	1		Ensemble	1	
MUSC335	4 (SA)		MUSC336	4	
MUSC323	4		FC	4 (THEO 180?)	
MUSC 327	4		MUSC324	4	
FS	4		CSEM300	4	
Year 4					
Fall		(10 credits)	Spring		(12 credits)
MUSC337	1		THEO 351	4	
Ensemble	1		EDUC 390	4	
THEO 311	4		THEO 325	4	
CSEM 400	4				

Music Major, Music Studies SABRO

Year 1					
Fall		(18 credits)	Spring		(18 credits)
CSEM 100	4		MUSC227	1	
MUSC227	1		Ensemble	1	
Ensemble	1		MUSC112/122	4	
MUSC111/121	4		FN	4	
SL1	4		SL2	4	
FC	4		SQ	4	

Year 2			
Fall		(xx credits)	Spring
MUSC227	1		MUSC227 1
Ensemble	1		Ensemble 1
MUSC211/221	4		MUSC212/221 4
CSEM 200			FG 4
Year 3			
Fall		(16 credits)	Spring
FI	4		MUSC227 1
Electives	8		Ensemble 1
CSEM 300	4		FS 4
			MUSC336 4
Year 4			
Fall		(10 credits)	Spring
MUSC227	1		CSEM 400 4
Ensemble	1		MUSC227 1
MUSC335	4 (SA)		Ensemble 1
MUSC Electives	4		MUSC Electives 4

Music Major, Choral Music Education

Year 1			
Fall		(xx credits)	Spring
CSEM 100	4		MUSC227 1
MUSC227	1		Ensemble 1
Ensemble	1		MUSC112/122 4
MUSC111/121	4		EDUC111 4
SL1	4		SL2 4
EDUC109	1		
Year 2			
Fall		(xx credits)	Spring
MUSC227	1		MUSC227 1
Ensemble	1		Ensemble 1
MUSC211/221	4		MUSC212/221 4
CSEM 200	4		EDUC305 1
EDUC203	4		EDUC310 4
EDUC213	1		
Year 3			
Fall		(xx credits)	Spring
CSEM 300	4		MUSC227 1
MUSC227	1		Ensemble 1
Ensemble	1		MUSC336 4
MUSC335	4 (SA)		MUSC324 4
MUSC323	4		EDUC322 4
EDUC321	3		EDUC359 4
EDUC352	1		
Year 4			

Fall		(xx credits)	Spring		(16 credits)
MUSC227	1		Student Teaching	16	
Ensemble	1				
CSEM 400	4				
EDUC390	4				

Music Major, Instrumental Music Education

Year 1					
Fall		(15 credits)	Spring		(15 credits)
CSEM 100	4		MUSC227	1	
MUSC227	1		Ensemble	1	
Ensemble	1		MUSC112/122	4	
MUSC111/121	4		MUSC114	1	
SL1	4		SL2	4	
EDUC109	1		EDUC111	4	
Year 2					
Fall		(18 credits)	Spring		(13 credits)
MUSC227	1		MUSC227	1	
Ensemble	1		Ensemble	1	
MUSC211/221	4		MUSC212/221	4	
CSEM 200	4		MUSC318	1	
MUSC114	1		MUSC319	1	
MUSC316	1		EDUC305	1	
MUSC317	1		EDUC310	4	
EDUC203	4				
EDUC213	1				
Year 3					
Fall		(16 credits)	Spring		(19 credits)
CSEM 300	4		MUSC227	1	
MUSC227	1		Ensemble	1	
Ensemble	1		MUSC336	4	
MUSC335	4 (SA)		Elective	4	
MUSC325	2		MUSC240	1	
MUSC321	3		MUSC326	3	
MUSC325	1		EDUC322	4	
			EDUC359	1	
Year 4					
Fall		(15 credits)	Spring		(16 credits)
MUSC227	1		EDUC363	16	
Ensemble	1				
Elective	4				
MUSC240	1				
EDUC390	4				
CSEM 400	4				

Studio Art/Study Abroad

Year 1				
Fall		(16 credits)	Spring	(16 credits)
CSEM 100	4		ART119	4
ART118	4		ART200	4
ART108	4 (SA)		SL2	4
SL1	4		SQ	4
Year 2				
Fall		(12 credits)	Spring	(16 credits)
CSEM 200	4		ART208	4
ART248	4		ART300	4
ART200	4		FG	4
			FS	4
Year 3				
Fall		(12 credits)	Spring Abroad	(16 credits)
ART344	4		CSEM 300	4
FN	4		FI	4
FC	4		Electives	8
Year 4				
Fall		(4 credits)	Spring	(8 credits)
ART351	4		CSEM 400	4
			ART352	4

ART Education

Year 1				
Fall		(17 credits)	Spring	(17 credits)
CSEM 100	4		ART208	4
ART119	4 (SA)		SL2	4
SL1	4		SQ	4
EDUC111	4		EDUC203	4
EDUC109	1		EDUC213	1/2
Year 2				
Fall		(19 credits)	Spring	(*20 credits)
CSEM 200	4		ART215	4
ART219	4		ART300	4
ART248	2		FG	4
EDUC305	1		FS	4
EDUC310	4		EDUC315	1/2
ART Emphasis	4		COMM200	4
Year 3				

Fall		(17 credits)	Spring		(*20 credits)
EDUC340	4		CSEM 300	4	
ART Emphasis	4		FI	4	
FN	4		ART217	4	
FC	4		ART218/262	4	
EDUC352	1/2		EDUC390	4	
Year 4					
Fall		(17 credits)	Spring		(17 credits)
ART344	4		ART355	1	
ART351	4		EDUC363	16	
EDUC340	4				
EDUC359	1				
CSEM 400	4				
			***It is assumed that perhaps two EDUC classes will carry Foundations credit.		

Theater Major

Year 1					
Fall		(16 credits)	Spring		(12 credits)
CSEM 100	4		SL2	4	
SL1	4		SQ	4	
FI	4		THEA117	4	
THEA113	4				
Year 2					
Fall		(10 credits)	Spring		(12 credits)
CSEM 200	4		FN	4	
FG	4		FC	4	
THEA215	2		THEA Elect	4	
			THEA240/340		
Year 3					
Fall		(12 credits)	Spring		(12 credits)
FS	4		CSEM 300	4	
THEA253	4		THEA337/338	4	
THEA Elect	4		THEA Elect	4	
THEA240/340			THEA240/340		
Year 4					
Fall		(8 credits)	Spring		(10 credits)
THEA327	4		CSEM 400	4	
THEA Elect	4		THEA368	4	
THEA240/340			Capstone	2	

Humanities majors: Communication, English, Hispanic Studies, History, Languages and Cultures, Philosophy, Theology

Communication major

Year 1	
Fall CSEM 100/FYX FN COMM 102 elective (16 credits)	Spring FI SQ COMM 103 COMM 201 (16 credits)
Year 2	
Fall CSEM 200 FG SL1 COMM 105 (16 credits)	Spring SA FC SL2 COMM 3xx (16 credits)
Year 3	
Fall FS COMM 212 COMM 303 elective (16 credits)	Spring <i>Study abroad</i> CSEM 300 Elective Elective Elective (16 credits)
Year 4	
Fall COMM 3xx COMM 3xx Elective Elective (16 credits)	Spring CSEM 400 COMM 330 COMM 3xx Elective (16 credits)

English major

Year 1	
Fall CSEM 100/FYX FN Language (SL1) ENGL 221 (16 credits)	Spring FI Language (SL2) ENGL 222 Elective (16 credits)
Year 2	
Fall CSEM 200 FG ENGL 223 ENGL 2xx (16 credits)	Spring SA FC ENGL 243 SQ (16 credits)

Year 3	
Fall FS ENGL 311 ENGL 3xx Elective	(16 credits)
Spring <i>Study abroad</i> CSEM 300 Elective Elective	(16 credits)
Year 4	
Fall CSEM 400 ENGL 3xx Elective Elective	(16 credits)
Spring ENGL 365 ENGL 3xx Elective Elective	(16 credits)

Hispanic Studies major

Year 1	
Fall CSEM 100/FYX FN Language (SL1) Elective	(16 credits)
Spring FI Language (SL2) SQ HISP 212	(16 credits)
Year 2	
Fall CSEM 200 FG HISP 311 Elective	(16 credits)
Spring SA FC HISP 312 HISP 3xx	(16 credits)
Year 3	
Fall CSEM 300 HISP 3xx HISP 3xx Elective	(16 credits)
Spring FS HISP 3xx Elective Elective	(16 credits)
Year 4	
Fall CSEM 400 HISP 3xx Elective Elective	(16 credits)
Spring HISP 3xx HISP 394 Elective Elective	(16 credits)

History major

Year 1	
Fall (16 credits) CSEM 100/FYX FN Language (SL1) Elective	Spring (16 credits) FI Language (SL2) HIST 1xx FC
Year 2	
Fall (16 credits) SA FG HIST 1xx CSEM 200	Spring (16 credits) SQ HIST 200 HIST 3xx Elective
Year 3	
Fall (16 credits) FS HIST 3xx HIST 395 Elective	Spring (16 credits) Study Abroad CSEM 300 Elective Elective Elective
Year 4	
Fall (16 credits) CSEM 400 HIST 3xx HIST 3xx Elective	Spring (16 credits) HIST 399 HIST 3xx Elective Elective

Languages: French major

Year 1	
Fall (16 credits) CSEM 100/FYX FN Language (SL1) SQ	Spring (16 credits) FI Language (SL2) FREN 212 Elective
Year 2	
Fall (16 credits) CSEM 200 FG FREN 311 Elective	Spring (16 credits) SA FC FREN 312 FREN 330
Year 3	
Fall (16 credits) FS FREN 3xx FREN 3xx Elective	Spring (16 credits) Study Abroad CSEM 300 FREN 323
Year 4	

Fall CSEM 400 FREN 3xx Elective Elective	(16 credits)	Spring FREN 3xx FREN 399 Elective Elective	(16 credits)
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Theology major

Year 1			
Fall CSEM 100/FYX FN Language (SL1) THEO 111	(16 credits)	Spring FI Language (SL2) SQ THEO 210	(16 credits)
Year 2			
Fall CSEM 200 FG THEO 220 Elective	(16 credits)	Spring SA FC THEO 221 THEO 3xx	(16 credits)
Year 3			
Fall THEO 300 THEO 3xx Elective Elective	(16 credits)	Spring CSEM 300 FS Elective Elective	(16 credits)
Year 4			
Fall CSEM 400 THEO 390 THEO 3xx Elective	(16 credits)	Spring THEO 396 THEO 3xx Elective Elective	(16 credits)

Philosophy major

Year 1			
Fall CSEM 100/FYX FN Elective Elective	(16 credits)	Spring FI Language (SL1) PHIL 1xx Elective	(16 credits)
Year 2			
Fall CSEM 200 FG Language (SL2) PHIL 110	(16 credits)	Spring SA FC PHIL 321 SQ	(16 credits)

Year 3	
Fall CSEM 300 FS PHIL 331 Elective	(16 credits) Spring PHIL 338 PHIL 334 Elective Elective
Year 4	
Fall CSEM 400 PHIL 367 PHIL 3xx Elective	(16 credits) Spring PHIL 388 PHIL 3xx Elective Elective

Interdisciplinary majors: Asian Studies, Environmental Studies, Gender Studies

Asian Studies major

Year 1	
Fall CSEM 100/FYX FN Language (SL1)/Chinese Elective	(16 credits) Spring FI Language (SL2)/Chinese Elective Elective
Year 2	
Fall CSEM 200 FG Chinese Elective	(16 credits) Spring ASIA 3xx (social science) FC ASIA 200 FS
Year 3	
Fall Study Abroad CSEM 300 ASIA 3xx ASIA 3xx ASIA 3xx	(16 credits) Spring SA (Asian Art History) SQ ASIAN 3xx (humanities)
Year 4	
Fall ASIA 3xx(social science) ASIA 3xx (art) Elective Elective	(16 credits) Spring CSEM 400 ASIA 399 Elective Elective

Environmental Studies major

Year 1	
Fall (16 credits) CSEM 100/FYX FN ENVR 175 Elective	Spring (16 credits) FI ENVR 15550 SQ Elective
Year 2	
Fall (16 credits) CSEM 200 FG ENVR 2755 ENVR 3xx	Spring (16 credits) FC Language (SL1) ENVR 3xx social science ENVR 250
Year 3	
Fall (16 credits) FS Language (SL2) ENVR 3xx natural science ENVR 320	Spring (16 credits) Study Abroad CSEM 300 ENVR 3xx elective Elective Elective
Year 4	
Fall (16 credits) CSEM 400 ENVR 3xx humanities ENVR 395 SA	Spring (16 credits) CSEM 400 ENVR 200 ENVR 3xx ENVR 3xx

Gender Studies major

Year 1	
Fall (16 credits) CSEM 100/FYX FN Language (SL1) Elective	Spring (16 credits) FI Language (SL2) FG Elective
Year 2	
Fall (16 credits) CSEM 200 GEND 101 Elective Elective	Spring (16 credits) SA FC GEND 380 GEND 3xx
Year 3	
Fall (16 credits) CSEM 300 FS GEND 381 GEND 3xx	Spring (16 credits) GEND 3xx GEND 3xx Elective Elective
Year 4	

Fall CSEM 400 GEND 385 GEND 3xx Elective	(16 credits)	Spring GEND 3xx Elective Elective Elective	(16 credits)
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