

# GENERAL EDUCATION REQUIREMENTS

## Requirements

Code	Title	Credits
<b>General Education Requirements (45 credits)</b>		
<i>Reading and Writing</i>		
EN-101	College Composition I	3
EN-102	College Composition II	3
<i>Mathematics</i>		
	Select one course designated with Course Type: MA at the 100-level or higher (except MA-101)	3
<i>Natural Sciences</i>		
	Select two courses designated with Course Type: NS	6
<i>Literature</i>		
	Select one course designated with Course Type: LIT	3
<i>Aesthetics and Creativity</i>		
	Select one course designated with Course Type: AT	3
<i>Technological Literacy</i>		
	Select one course designated with Course Type: TL	3
<i>Reasoned Oral Discourse</i>		
	Select one course designated with Course Type: RD	3
<i>Historical Perspective</i>		
	Select one course designated with Course Type: HS.SV	3
<i>Social Sciences</i>		
	Select one course designated with Course Type: SS.SV	3
<i>Historical Perspective or Social Science</i>		
	Select one course designated with Course Type: HS.SV or SS.SV	3
<i>Cultural Diversity/Global Understanding</i>		
	Select one course designated with Course Type: CD or GU	3
<i>World Language</i>		
	Select one World Language (which includes American Sign Language) course	3
<i>Interdisciplinary Perspectives on the Human Experience</i>		
	Select one course designated with Course Type: ISP	3
	Completion of two Writing-Intensive Courses Within the Major: WT	0
<i>Experiential Education</i>		
	Select one course designated with Course Type: EX	0
<b>Total Credits</b>		<b>45</b>

Please visit the University website for information regarding General Education Curriculum and Learning Goals. (<https://www.monmouth.edu/gened/>)

Additional requirements, including major requirements, are referenced in the sponsoring school under the appropriate discipline. The major must be chosen by the end of the sophomore year. All majors require the completion of a minimum total of 120 credits, with at least fifty-four credits from courses at the 200-level or higher. In addition to completing all required course work for the degree, the cumulative grade point average must be at least 2.00 and the grade point average in the major

must be at least 2.10 for courses completed at Monmouth. All students must complete the last thirty (30) credits at Monmouth; this requirement is called the "residency requirement." Residency requirements for transfer students are discussed further in the *Admission* section of this catalog under *Transfer Applicants*.

### Double-Dipping Requirements in the General Education Curriculum:

Content Area Courses (Mathematics, Natural Sciences (NS), Literature (LIT), World Languages, Aesthetics and Creativity (AT), Historical Perspectives (HS.SV) and Social Science Survey (SS.SV) may carry one additional general education course designation. However, these courses may not be double-dipped with another content area course. World Language courses are prohibited from being double-dipped with courses that carry a Cultural Diversity (CD) or Global Understanding (GU) course code.

Interdisciplinary Courses (Technological Literacy (TL), Reasoned Oral Discourse (RD), Cultural Diversity (CD), Global Understanding (GU), and Experiential Education (EX) may be fulfilled with a stand-alone course that carries the course code, in a course that carries two Interdisciplinary Course Codes, or in a Content Area course that carries an Interdisciplinary Course code. *No course can carry both a Cultural Diversity (CD) and a Global Understanding (GU) course code.*

Writing Intensive Courses (WT) must be fulfilled in courses within a student's major and therefore could be fulfilled either in a stand-alone course that carries the course code, in a course that carries a Content Area general education designation that also fulfills a requirement in a student's major, or in a course that carries an Interdisciplinary general education designation and also fulfills a requirement in a student's major.

No course will be permitted to carry more than two general education course designations. This restriction includes the Writing Intensive (WT) courses.

## Rationale The Purpose of the General Education Requirements at Monmouth University

*The purpose of Monmouth University's General Education curriculum is to multiply the intellectual vistas that the student has considered. The curriculum is designed to be a transformative learning experience that inspires intellectual curiosity, critical thinking, and personal growth.*

In pursuit of this purpose, the Faculty of Monmouth University has developed a curriculum that draws upon multiple disciplines and perspectives to create an academic experience with a strong emphasis on the liberal arts.

## Reading and Writing (EN-101 & EN-102)

The *First Year Composition* sequence prepares students in the conventions, style, and substance of general academic writing while also teaching basic research and documentation skills. Additionally, through exposure to a variety of texts and genres in these courses, students learn to be more discerning and critical readers. Students can apply these experiences and skills to all subsequent coursework.

## Mathematics (MA)

*Mathematics* courses give students opportunities to better understand the quantitative nature of the world and develop logical methods to solve problems in a variety of disciplines. Students taking these courses will

learn ways that mathematics can play a role in their academic experience as well as in their lives beyond the campus.

## Natural Sciences (NS)

*Natural Science* courses provide students with understanding of and appreciation for the process and practice of science, while at the same time offering instruction in areas of particular scientific interest. This knowledge will inform their reactions to critical public, professional and personal issues.

## Literature (LIT)

Through reading and writing analytically about major literary texts, students in *Literature* courses develop an understanding of the key characteristics in a literary genre. They also learn how these characteristics reflect ethical and cultural concerns across national and class differences.

## Aesthetics and Creativity (AT)

*Aesthetics and Creativity* courses provide students with an understanding of and appreciation for the arts, offering instruction in the specific areas of art, dance, music, and theatre. Through exposure to live performances and exhibits, students learn to view and critique artistic endeavors in an informed and articulate manner.

## Technological Literacy (TL)

*Technological Literacy* courses provide students with knowledge and experience that prepares them to ethically and effectively use current and future technology in their personal, civic, educational and professional lives.

## Reasoned Oral Discourse (RD)

Students in *Reasoned Oral Discourse* courses learn to develop and deliver persuasive and effective oral presentations, and to critically evaluate the presentations of others.

## Historical Perspective (HS.SV)

History is our collective memory as a society—indeed, history is the foundation of the society we live in today. It provides a rich body of examples for understanding the challenges of daily life, and is an excellent guide for public action. *History survey* courses help students understand the world in which they live through an examination of the broad patterns of the human past, as reflected in written documents, physical artifacts, and oral traditions.

## Social Sciences (SS.SV)

*Social Science survey* courses explore why people think, feel and act the way they do, through the study of anthropology, economics, gender studies, geography (including geographic information systems or GIS), political science, psychology, or sociology. Students explore scientific avenues for understanding the human experience by studying the theoretical underpinnings, major concepts, and methodologies of the social sciences.

## Interdisciplinary Perspectives on the Human Experience (ISP)

*Interdisciplinary Perspectives* courses enable students to synthesize knowledge from many subject areas to forge coherent and ethical

responses to contemporary issues and problems. These courses are taken by students in their senior year and they serve as a capstone learning experience in students' intellectual lives within the university.

## Cultural Diversity (CD)

*Cultural Diversity* courses challenge students to recognize differences between people — based on race, ethnicity (ethnic identity), class (economics), gender, sexual orientation, disability, and religion — that affect the lives of individuals, communities, societies, nations, and world regions. Students learn how these differences influence hierarchies of power that exist in our world today. Understanding these differences is essential for students to become engaged citizens in this diverse world.

## Global Understanding (GU)

Students in *Global Understanding* courses explore individual and collective responsibilities through analytical, practical, or creative responses to issues facing a global interconnected society. Students' understanding of interconnectedness, difference, and diversity enables them to interact effectively in cultures other than their own.

## World Language (WL)

*World Language* courses provide students with the skills to become marketable global citizens through the study of language within the cultural context in which the language occurs. The curriculum is designed to focus on communication, culture, connections, comparisons, and communities in order to equip students for success in a pluralistic American society and abroad.

## Experiential Education (EX)

*Experiential Education* courses allow students to connect what they have learned in the classroom to external experiences, such as internships (paid or unpaid), research opportunities, service learning projects, or study abroad. Through these experiences students gain deeper understanding and develop field-related competencies. They are able to explore possible future careers and lifestyles while considering local and global options, discover and understand other cultures, reflect upon personal and professional development and relate their experience to life after Monmouth.

## Writing-Intensive Courses Within the Major (WT)

The primary goal of *Writing Intensive* courses is to provide Monmouth students with opportunities to practice writing beyond the first-year composition sequence. As a skill that is necessary for both academic and life success, writing mastery requires constant practice, varying based on audience, context, and purpose.