

BELOIT COLLEGE GRADUATION GUIDELINES FOR STUDENTS
updated 12/2/2018

It is your responsibility to ensure you meet the graduation requirements. Keeping this form updated will assist you. Make an appointment with the Registrar during the 1st semester of your senior year to check your requirements.

DEGREE REQUIREMENTS

Requirements 1, 2, and 3 must be satisfied by different courses. No AP, GCE A-level, or IB credits may be used. No transfer credits earned after matriculation at Beloit College may be applied toward these requirements.

1. **Writing Requirement**
 ___ 3 Writing (W) courses (only 1 transfer course may be applied toward this requirement)
 1. _____
 2. _____
 3. _____
2. **Quantitative Reasoning Requirement** (1 (Q) course): _____
3. **Intercultural Literacy Requirement** (1 (C) course): _____
 ("C" course must be completed at Beloit College; no transfer course may apply.)
4. **Liberal Arts Breadth Requirements (aka Domain Requirements)**
 Completion by the end of the 4th semester; a requirement is understood as one course with a value of at least .75 unit OR a combination of two courses of any credit value.
 Each domain requirement must be satisfied by a different course prefix (e.g., PSYC, BIOL, HIST, CRIS).
 No AP, GCE A-Level, or IB credit may be used to fulfill these requirements.
 No transfer credits earned after matriculation at Beloit College may be used to fulfill these requirements.
- a) _____ at least one requirement in Conceptual and Foundational Systems (1S)
 b) _____ at least one requirement in Artistic and Creative Practices (2A)
 c) _____ at least one requirement in Social Analysis of Human Behavior (3B)
 d) _____ at least one requirement in Scientific Inquiry into the Physical and Biological Universe (4U)
 e) _____ at least one requirement in Textual Cultures and Analysis (5T)
5. **Liberal Arts in Practice Requirement** (Completion, usually during the junior year)
 Equivalent of at least 1 unit of applied or original work extending beyond the traditional classroom, see options on next page.

6. **Capstone Experience Requirement** (Completion of 1/2 or 1 unit of academic credit)

7. **Major Requirement** Major: _____ GPA of 2.0 in major
8. **Other Requirements and Details** (see the Beloit College Catalog for complete list)
 ___ 31 units total
 ___ Maximum of 13 units for any one course prefix (e.g. ENGL, HIST, PSYC, CHEM)
- | | | |
|----------|----------|-----------|
| 1. _____ | 6. _____ | 10. _____ |
| 2. _____ | 7. _____ | 11. _____ |
| 3. _____ | 8. _____ | 12. _____ |
| 4. _____ | 9. _____ | 13. _____ |
| 5. _____ | | |
- ___ Overall (cumulative) Beloit College GPA 2.0
___ 16 units of Beloit College credit (max. 15 transfer units)
___ 2 units max. transferred in senior year
- ___ Max. 2 units ESL
___ Max. 1 unit teaching assistantship (395)
___ Max. 4 units PE

DEGREE EXPECTATIONS

9. **My Academic Plan (MAP)** with advisor - completed by the end of 4th semester
10. **International Learning** *Two units (or equivalent non-credit-bearing activities) involving study or experience of a language and/or culture not their own, and of relations between nations or other global entities in a global context.*
 1. _____ 2. _____

CURRICULUM OVERVIEW

Putting the liberal arts into practice defines a Beloit College education. Practitioners of the liberal arts synthesize knowledge and experience, are able to transfer it to new settings, and through meaningful reflection and self-assessment, build on prior experiences to confront new challenges and take full advantage of new opportunities. Beloit College students practice the liberal arts not only by acquiring depth of knowledge in a major area of study but also by taking full ownership of their education, bringing to their everyday lives a sense of purpose and consequence.

Through its graduation requirements, and especially through careful advising and mentorship, Beloit College encourages students to develop the knowledge, skills, and dispositions necessary for the practice of the liberal arts. Faculty, staff, and students engage in collaborative exploration of the intersections among the core disciplines and international, experiential, and co-curricular learning. Students are expected to engage different ways of knowing and understanding the world as well as to deepen their understanding of a particular discipline through a major. They hone their writing and quantitative reasoning skills while also coming to understand better the ways in which their cultural lenses affect how they know and operate in the world. In fulfilling the liberal arts in practice requirement, students extend their learning beyond traditional classroom and lab experiences by putting their knowledge into meaningful practice—emphasizing novel inquiry, first-hand observation, creative problem-solving, and discovery through the application of knowledge in new and different contexts. Finally, through a capstone experience, students deepen and solidify their expertise in a particular field and bring together multiple threads of their educational experience, reflecting back on what they've learned and its value and meaning beyond Beloit.

SKILLS

WRITING: Students complete a minimum of 3 writing-designated courses:

- ❖ Students engage in substantial writing practice by completing multiple assignments/activities with a writing component.
- ❖ Instructors use classroom time, design assignments, and provide activities to address writing strategies and outcomes.
- ❖ Students draft and write in response to instructor feedback.

QUANTITATIVE REASONING: Students complete a minimum of 1 quantitative reasoning-designated course:

- ❖ Students engage in multiple assignments/activities with a quantitative reasoning component.
- ❖ Instructors use classroom time, design assignments, and provide activities related to quantitative strategies and outcomes.
- ❖ Students revisit and improve quantitative reasoning skills in response to instructor feedback.

INTERCULTURAL LITERACY: Students complete a minimum of 1 intercultural literacy-designated course:

- ❖ An important objective is to increase students' awareness of their political, social, and cultural locations and the ways in which their cultural lenses affect how they understand and operate in the world.
- ❖ Students engage in multiple assignments/activities with an intercultural literacy component.
- ❖ Instructors use classroom time, design assignments, and provide activities to advance intercultural literacy.
- ❖ Students have opportunities to reflect on the development of intercultural literacy as a lifelong process.

BREADTH REQUIREMENTS (in five domains)

Conceptual and Foundational Systems: This domain concerns the systems that provide the foundations for communication and discourse, scientific inquiry, and reasoning itself. Through regular practice, students begin to learn the rules of the system and how they can use them as tools. In these courses, students will recognize 1) the coherence of the system they are studying, 2) that they are working in a system that is one among many, 3) that they work with an incomplete understanding of the system that can be extended through further study and practice, and 4) that the rules of the system have a purpose as tools and the system as a whole has a purpose that allows for higher level thinking. *Examples of Systems courses may include mathematics, music theory, logic, and introductory modern and classical languages.*

Artistic and Creative Practices: This domain concerns the intellectual processes and techniques used to generate a creative product. The learning goals of courses in this domain include 1) understanding and practicing basic skills, including technique and research, that allow students to participate in their chosen medium, 2) recognizing the productive discomforts of creative risk-taking and experimentation, 3) considering the complex relationship between audiences and artistic work, 4) engaging new processes for the generation and development of work, and 5) developing and practicing self-assessment and peer critique through reflection and engagement with the classroom community. *Examples of Artistic and Creative Practices courses may include courses in computer visualization, entrepreneurship, dance technique, visual arts, music technique, creative writing, and theatre.*

Social Analysis of Human Behavior: This domain concerns social analysis as a way of understanding human behavior. Students explore approaches and models that enhance our understanding of human behavior within a variety of cultural and social contexts, both contemporary and historical. This domain encompasses a range of methodological approaches, both qualitative and quantitative. Typically, courses offer theoretical/analytical approaches to the study of human behavior that relate to empirical data. These courses may also address the implications of social science research for public policy formation.

Examples of Behavior courses may include history, anthropology, religious studies, economics, and political science.

Scientific Inquiry into the Physical and Biological Universe:

This domain concerns scientific inquiry as an approach to comprehending the physical and biological universe. In these courses, students formulate and test hypotheses about the physical and biological universe by gathering, analyzing, and interpreting empirical data in laboratory and/or field settings. Students develop abilities to evaluate scientific evidence and may also develop an understanding of the applications of science for local, national, and global issues. *Examples of Universe courses are those that emphasize scientific inquiry in the study of the physical and biological sciences and biologically oriented anthropology and psychology.*

Textual Cultures and Analysis: This domain concerns the study and critical analysis of texts. In this domain, texts are considered finite, organized discourses that are intended to communicate. Courses in this domain examine the connections and coherence between the parts of the discourse and the cultural, social, philosophical, and/or historical contexts from which they stem. Students learn how to engage texts, both as reader and respondent, and they develop the interpretative and analytic skills necessary for responsible engagement with texts. *Examples of Textual courses are those that concern the study and critical analysis of texts and may include literature, philosophy, history, and social sciences.*

LIBERAL ARTS IN PRACTICE EXPERIENCE

All students complete a Liberal Arts in Practice (LAP) experience, which involves applied or original work extending beyond the traditional classroom. Through undertaking and reflecting on these experiences, students connect their experiences beyond the traditional classroom with their learning in the classroom and transfer the skills developed in those experiences into other settings.

The Liberal Arts in Practice requirement may be met in any one of three ways:

- 1) **LAP-designated credits:** Some courses are structured to incorporate a significant experience beyond the traditional classroom (such as research-related fieldwork or community engagement projects), and to assist students in reflecting on that experience, making meaningful connections to it, and transferring the skills developed in the experience into other settings. These courses are LAP-designated credits, and students who successfully complete a unit of such courses will have satisfied the Liberal Arts in Practice requirement.
For-credit internships, as well as applied or original work embedded in many of our off-campus study programs, also count as LAP-designated credits. While some capstones may qualify as LAP-designated credits, note that a single capstone unit may not simultaneously satisfy both the Liberal Arts in Practice requirement and the capstone requirement.
- 2) **Courses with paired LAP experiences:** Some courses may not themselves incorporate a significant experience beyond the traditional classroom, but they are designed to reflect on, make connections to, and transfer skills from beyond-the-classroom experiences external to the course (such as, for example, off-campus study). All such courses, together with their paired LAP experiences, satisfy the Liberal Arts in Practice requirement. This may include certain capstone courses. Note that the courses in this option need not be a full unit to satisfy the requirement, and students need not earn academic credit for the paired LAP experience.
- 3) **LAP syntheses:** LAP syntheses occur when students connect one or more experiences extending beyond the traditional classroom with their coursework, transfer the skills developed in those experiences into other contexts, and reflect on them both in ongoing advising and through a culminating project: some public presentation, exhibit, publication, or performance. LAP syntheses include a large and undefined range of possible experiences beyond the traditional classroom, including but not limited to: on-campus and off-campus jobs, community outreach, athletics, student government and other leadership opportunities, work at CELEB, in art galleries, or in museums, and travel opportunities unrelated to college work.

Students intending to satisfy their LAP requirement through a LAP synthesis must declare and explicitly articulate the synthesized experiences to their academic advisor before the end of their junior year. Approval is determined by an academic advisor, though the culminating project may be advised by a faculty or staff member other than an academic advisor.

CAPSTONE EXPERIENCE

Capstone experiences occur after the fourth semester, typically in a student's final year. Each program or department identifies one or more opportunities for its majors to fulfill the capstone requirement. While some capstones may qualify as Liberal-Arts-in-Practice-designated credits, a single capstone unit may not simultaneously satisfy both the LAP requirement and the capstone requirement.

The primary goal of the capstone requirement is to help students apply and articulate what they have learned at Beloit College in ways that will make them better practitioners of the liberal arts. Capstone experiences emphasize integration and synthesis of theory, practical experience, and content of courses previously taken. Such culminating experiences can be located within a major but can also be broadly focused.