I. Freshman Foundations

The Freshman Foundations Program is the foundational portion of the GE program. The primary goal of the Freshman Foundations Course is to introduce students to university-level inquiry. All FFC sections, regardless of specific topic, engage the student in the intellectual life of the academy and give the student experience with critical inquiry in discussion and written form.

II. Shared Inquiry

Courses in this part of the GE program are distinguished primarily by inquiry approaches rather than individual disciplinary areas. They engage students in both active learning and reflective thought, emphasizing critical inquiry in major liberal arts areas. The term “inquiry areas” refers to the different disciplinary ways of thinking in the arts, social sciences, natural sciences, quantitative studies, humanities, and writing. All Chapman graduates will complete a course in each of these areas.

1. Artistic Inquiry
   Provides students an opportunity to explore artistic media, performance, and/or creative expression.

2. Quantitative Inquiry
   Provides students an opportunity to investigate and explore university-level mathematical and/or computer science analysis.

3. Natural Science Inquiry
   Provides students an opportunity to engage in the scientific method of experimentation and research.

4. Social Inquiry:
   Provides students an opportunity to explore processes by which human beings develop social and/or historical perspectives.

5. Values/Ethical Inquiry
   Provides students an opportunity to explore values and ethical perspectives in humanistic, aesthetic, religious, and/or philosophical contexts.

6. Written Inquiry
   Provides students an intensive course in academic writing at the first-year or intermediate level, according to demonstrated competence; includes attention to media-based composing and delivery.
III. Inter/Multi-Disciplinary Cluster

Inter/Multidisciplinary Clusters lets the student study one disciplinary subject in depth or one topic from several disciplinary approaches. The “multidisciplinary” approach lets the student develop some expertise in an area outside his or her major program. The “interdisciplinary” approach lets the student study an area or topic from several different disciplinary perspectives. In either case, the effect is breadth of learning as well as depth of knowledge.

Many clusters are designed to lead into a minor or second major in the subject area, giving the student another opportunity to develop an area of knowledge in addition to his or her primary major.

IV. Global Citizen Cluster

In this self-chosen cluster, students are encouraged to be active learners in and beyond the classroom. This part of the GE program is flexible in several ways. Students can choose a semester-long study abroad program to satisfy the Global Study portion. Students can engage in experiential learning related to global issues or to citizenship or community. Or students can choose from a menu of courses in each area. Students can use courses in these areas to learn more about a topic, culture, language, or other type of interest.

1. Global Study

Students choose six units from across the curriculum that allow them to explore the diversity inherent in our social and natural environments, including human diversity and world cultures. Study abroad, a travel course, or experiential learning pre-approved for this global study (i.e., 120 hours of documented work relating to the category) is strongly recommended and may be used to satisfy units in this portion of the GE.

2. Citizenship, Community, Service

Students select a learning experience that focuses on citizenship, community, or service; may be a course or experiential learning pre-approved for this cluster (e.g., service learning internship or 120 hours of documented service learning).

3. Language

Students complete part of their general education program in a language other than English. This may be accomplished through a language course at or above the 200-level, a course taught in the language, or documented functional language use.