UNIVERSITY OF ILLINOIS AT SPRINGFIELD
CAMPUS SENATE AY 2010/2011
RESOLUTION 40-18

Resolution Revising the UIS General Education Requirements

WHEREAS, faculty, staff, and administrators in both Academic Affairs and Student Affairs have articulated that UIS needs an academically-oriented freshman seminar to help ensure first-year students have the skills to thrive in college and persist to graduation; and

WHEREAS, many members of the campus community have called for a reduction in the number of hours in the General Education Curriculum to aid recruiting efforts at the undergraduate level and to ensure the staffing for and the sustainability of the curriculum; and

WHEREAS, the English Department has requested that its composition courses be brought into IAI compliance by being reduced from four to three hours each; and

WHEREAS, broad institutional consensus has emerged for additional flexibility within the Engaged Citizenship Common Experience (ECCE) component while maintaining both the integrity of the curriculum and the ability of students to do six-hour internships within ECCE;

THEREFORE BE IT RESOLVED that this Bill revises the general education requirements set out in Campus Senate Resolution 34-15 for all baccalaureate students entering UIS as of fall 2012;

THEREFORE BE IT FURTHER RESOLVED that the University of Illinois at Springfield Campus Senate endorses the following recommendations of the Undergraduate Council and the General Education Council:

1. Students enrolling at UIS as freshmen with fewer than 30 credit hours will be required to take a Freshman Seminar (three hours) and will be required to take only one Comparative Societies course (three hours; either Humanities or Social Sciences); and

2. Written communication courses in the General Education Curriculum will be reduced from four to three credit hours; and

3. The category of ECCE Elective will be eliminated, with a total reduction in the number of hours in ECCE from 13 to 10;

4. All undergraduates at UIS will be required to take the following ECCE coursework: one hour of Speakers Series and two of the following three ECCE categories for at least nine credit hours: US Communities, Global Awareness, and Engagement Experience.
SECTION 1. EDUCATIONAL PRINCIPLES and LEARNING OBJECTIVES

This Bill revises the general education requirements for all baccalaureate students entering UIS as of fall 2012. Two educational principles continue to guide the general education curriculum: that UIS should provide students with the basic skills and knowledge 1) to become lifelong learners; and 2) to become engaged citizens of multiple communities, from local to global.

In 2007, UIS adopted the following Goals and Outcomes for Baccalaureate Education:

By emphasizing scholarship skills in the service of the public good, UIS prepares students for life-long learning and engaged citizenship. UIS prepares students to discover, integrate, apply, and communicate knowledge for the benefit of individuals, families, and communities.

1. Discovery of Knowledge
UIS graduates should be information and communication technology literate, exhibiting a strong proficiency in locating, reflectively comprehending, and synthesizing appropriate college level readings, toward the goal of knowledge creation.

Competencies include:
  a. Reading baccalaureate-level materials effectively, reflecting comprehension and synthesis.
  b. Exhibiting a knowledge of and ability to effectively locate, evaluate, interpret, and use information.
  c. Exhibiting a knowledge of and ability to use information and communication technologies.

2. Integration of Knowledge
UIS graduates should be able to evaluate and integrate information and concepts from multiple disciplines and perspectives.

Competencies include:
  a. Engaging in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making.
  b. Differentiating the approaches that underlie the search for knowledge in the arts, humanities, natural sciences, history, or social and behavioral sciences.

3. Application of Knowledge
UIS graduates should be able to apply knowledge to address meaningful problems and issues in the real world.

Competencies include:
  a. Exhibiting a knowledge of and ability to use contemporary technologies.
  b. Identifying, interpreting, and analyzing quantitatively presented material and solve mathematical problems.
  c. Constructing intellectual projects independently and work effectively in collaboration with others.

4. Communication of Knowledge
UIS graduates should be able to communicate knowledge and ideas effectively both orally and in writing.

Competencies include:

a. Expressing ideas, facts and arguments in a written format that depicts competency in the use of syntax, organization, and style appropriate to the audience.
b. Exhibiting effective oral communication skills, paying attention to content and audience.

5. Engaged Citizenship
UIS graduates should be able to engage in questioning and critical thinking that leads them to explore peoples, systems, values, and perspectives that are beyond their usual boundaries. Students should engage in active and integrative learning to become ethical, responsible, and engaged citizens in a democracy.

Competencies include:

a. Recognizing the social responsibility of the individual within a larger community.
b. Practicing awareness of and respect for the diversity of cultures and peoples in this country and in the world.
c. Reflecting on the ways involvement, leadership, and respect for community occur at the local, regional, national, or international levels.
d. Identifying how economic, political, and social systems operate now and have operated in the past.
e. Engaging in informed, rational, and ethical decision-making and action.
f. Distinguishing the possibilities and limitations of social change.

SECTION 2. LOWER DIVISION GENERAL EDUCATION REQUIREMENTS

A. Students entering UIS with 0-29 hours
Students entering UIS with 0-29 hours must satisfy the following lower division general education requirements:

- **Writing and Communication.** 9 hours: ENG101 Rhetoric and College Writing (3 hours); ENG102 College Writing and Civic Engagement (3 hours); COM112 Oral Communication (3 hours).
- **Freshman Seminar.** 3 hours: one course in college survival skills which may be taught in any discipline.
- **Comparative Societies.** 3 hours: A 100 level course in either Humanities or Social Sciences.
- **Life and Physical Sciences.** 7-8 hours in both life and physical science; one course must include a lab.
- **Mathematics.** 6 hours: 1 math skills course and 1 statistics course (or a second math course required by the major).
- **Humanities.** 6 hours: one Visual, Creative, and Performing Arts course; one other humanities course.
- **Social Sciences.** 6 hours.
### STUDENTS with 0-29 HOURS:
**General Education Lower Division Requirements (40 hours)**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRESHMAN SEMINAR (3)</td>
<td>1 Freshman Seminar (3 hours) in college skills in any discipline</td>
</tr>
<tr>
<td>COMPARATIVE SOCIETIES (3)</td>
<td>1 Comparative Societies course (3 hours) in either Humanities or Social Sciences</td>
</tr>
<tr>
<td>WRITING &amp; COMMUNICATION (9)</td>
<td>ENG101 Rhetoric and College Writing (3 hours); and ENG102 College Writing and Civic Engagement (3 hours); and COM112 Oral Communication (3 hours)</td>
</tr>
<tr>
<td>LIFE &amp; PHYSICAL SCIENCES (7)</td>
<td>1 laboratory science course (4 hours); and 1 other science course (3 hours) (one course in life science and one course in physical science)</td>
</tr>
<tr>
<td>MATHEMATICS (6)</td>
<td>2 mathematics courses (6 hours) -- 1 math skills course; and -- 1 statistics course (or a second math course required by major)</td>
</tr>
<tr>
<td>HUMANITIES (6)</td>
<td>1 Visual, Creative and Performing Arts course (3 hours); and 1 Humanities course (3 hours)</td>
</tr>
<tr>
<td>SOCIAL SCIENCES (6)</td>
<td>2 Social Science courses (6 hours)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

**B. Institution-specific categories**

1. **Comparative Societies**

The aim of the Comparative Societies category is to give UIS students an idea of the historical complexity as well as the diversity of beliefs and practices in the human social experience. Students will take one Comparative Societies course in the Humanities and/or one in the Social Sciences. Refer to SECTION 2, above.

Courses in this category should provide foundational (introductory) knowledge about how different communities, polities, societies, cultures, and/or civilizations have developed (and are developing) politically, economically, and culturally – in either the pre-modern or modern world. Comparisons can occur across time but should always occur across cultures, and at least one of the cultures should be non-Western. Topics that might be addressed include notions and practices of justice, allocation of resources, religious beliefs or political philosophies, human interaction with the natural environment, individual/group dynamics, and cultural products such as art, music or literature.

These courses must be 100 level and 3 credit hours.
2. **Freshman Seminar**

Freshman Seminar is designed to develop the academic skills students need to succeed at college to encourage and to cultivate life-long learning skills. Topics include planning, managing time, critical reading, note-taking, self-advocacy, and self responsibility. Students will complete a project that involves research and reflection, and projects will be displayed to the UIS community.

The goals of Freshman Seminar include:

- Helping first-year students develop critical academic skills needed for success at college;
- Providing students with the tools for making a successful transition from high school to college;
- Helping students develop into self-motivated, life-long learners.

Students entering UIS with fewer than 30 hours of college credit are required to take Freshman Seminar in the first semester. These courses must be 100 level and 3 credit hours. All Freshman Seminar courses must be based in an academic department or program. Freshman Seminars cannot be used as a pre-requisite for a major-specific requirement.

C. Students entering UIS with 30 or more credit hours

Students entering UIS with 30 or more hours must satisfy the lower division requirements described in Section 2.A. above, with the following substitutions or exceptions:

- **Math.** 3 hours: 1 course, either math skills or statistics.
- **Comparative Societies.** Students entering UIS with 30 or more hours are exempt from this requirement.
- **Freshman Seminar.** Students entering UIS with 30 or more hours are exempt from this requirement.

<p>| TRANSFER STUDENTS with 30 or more hours: |
| General Education Lower Division Requirements (37 hours) |
| --- | --- |
| <strong>WRITING &amp; COMMUNICATION</strong> | ENG101 Rhetoric and College Writing or equivalent (3 hours); and ENG102 College Writing and Civic Engagement or equivalent (3 hours); and COM112 Oral Communication or equivalent (3 hours) |
| <strong>LIFE &amp; PHYSICAL SCIENCES</strong> | 1 laboratory science course (4 hours); and 1 other science course (3 hours) (one course in life science and one course in physical science) |</p>
<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>1 mathematics courses (3 hours), either math skills or statistics (or math course coursework required by major)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMANITIES</td>
<td>1 Visual, Creative, and Performing Arts course (3 hours); and 2 Humanities courses (6 hours)</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>3 Social Science courses (9 hours)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37</td>
</tr>
</tbody>
</table>

D. Students entering UIS with an Associates Degree

Students who transfer to UIS with an Associates degree have completed all of the UIS lower division general education requirements in Section 2.C. above.

E. Operating Rules

The following rules apply to all UIS lower division general education requirements:

1. Lower division general education courses will generally be 100 and 200 level offerings. 300-level courses may be approved by the General Education Council as lower division. 400-level courses may not be approved as lower division.

2. Any course that is not Freshman Seminar that fulfills lower division general education requirements may be used as prerequisites or requirements in the majors.

3. Students may fulfill lower division distribution requirements through AP credit, CLEP credit, IB credit, dual credit, transfer, and other approved substitutes.

4. Students may fulfill the 100-level Comparative Societies requirement with coursework taken at another institution if the coursework satisfies the criteria for that category and is approved by the General Education Council.

5. Students may fulfill the math requirement(s) with coursework taken at another institution if it meets UIS criteria for college-level work.

6. The fourth semester of a modern language may be used to meet a Humanities requirement, provided it meets the standards of the IAI General Education Core Curriculum (H1 900 Foreign Language IV).

SECTION 3. ENGAGED CITIZENSHIP COMMON EXPERIENCE (ECCE) REQUIREMENTS

A. OVERVIEW of ECCE Requirements (200-400 level)

Two of the three categories below for at least 9 credit hours, plus ECCE Speakers Series (1 hour):

- U.S. Communities (3-4 hours)
- Global Awareness (3-4 hours)
- Engagement Experience (3-6 hours)
B. U.S. Communities

U.S. Communities courses should broaden students’ knowledge about substantial, distinctive, and complex aspects of the history, society, politics, and culture of United States communities. These interdisciplinary courses will be expected to examine the diversity of the people of the United States, and their varied experiences with respect to social institutions and cultural values within the national context. These courses could explore such themes as subcultures, interaction between communities or the role of individuals within communities, teaching students to understand conflict and accommodation as well as consensus.

The courses in the U.S. Communities category are topical and explore the differential impact of events, public policies, or socio-economic institutions upon different communities. This category encourages courses that directly focus on race; ethnicity; national origin; gender; economic or social class; sexual orientation; ability; age; location, and/or religion. The category may also cover courses that explore less obvious communities.

These courses may include some comparison of a U.S. community with the history, society, politics or culture of communities outside the United States. Such comparisons should not comprise a major part of the course, but should help students appreciate both the differences and similarities of the United States to other cultures.

C. Global Awareness

The overall aim is to help students understand and function in an increasingly interdependent and globalizing environment and to develop an appreciation of other cultural perspectives. These interdisciplinary courses will foster awareness of other cultures, polities, or natural environments at present or in the past. Students will develop knowledge of global economic, political, technological, social, environmental trends, or cultural expressions including literature, art, or artistic performance.

We especially encourage courses that, in whole or in part,

- examine global North/South power relations, including unequal distributions of wealth, knowledge, technology, health care, or natural resources; OR
- promote knowledge and appreciation of the contributions of non-Western cultures; OR
- examine relationships between environments, pollution, and larger complex world systems.

Approved study abroad may fulfill the Global Awareness category, but the student should engage in coursework that meets some of the learning outcomes for Global Awareness. Travel abroad (travel that does not include coursework) may not generally be used to fulfill this category.

D. Engagement Experience

This category offers students structured opportunities to integrate knowledge, practice and reflection in the context of an engaged citizenship experience. Experiences should be structured using relevant conceptual frameworks and should be consistent with the learning outcomes for Engaged Citizenship listed in Section I above. Students may fulfill this part of the ECCE curriculum through an Applied Studies Term, Credit for Prior Learning, a service-
learning course, a research project, a group project course, and study abroad, among others.

E. ECCE Speakers Series

For one semester, students will be required to participate in a series of campus-sponsored lectures by speakers who will exemplify engaged citizenship. The Series will include speakers selected by UIS faculty teaching ECCE courses or others scheduled to speak at UIS.

F. Operating Rules

The following rules apply to all UIS ECCE general education requirements:

1. Courses taught under ECCE categories must:
   - Conform to the learning objectives established for engaged citizenship as identified in Section I above.
   - Offer interdisciplinary insights; to be interdisciplinary, a course should draw on the content, concepts, and/or methodologies of two or more disciplines in an effort to achieve integration.¹
   - Be accessible to students from any disciplinary background or major; courses should offer broad perspectives, much as PACs and LSCs do now.

2. Courses taken to meet 200- to 400-level ECCE requirements cannot be used to meet lower division general education requirements.

3. Courses fulfilling 200- to 400-level ECCE requirements may be used as prerequisites or requirements in the majors.

4. ECCE courses may be cross-listed by the program of the faculty member teaching the course, but the courses must fulfill the requirements of category criteria and must be available to and accessible by all undergraduate students at UIS. Credit hours generated follow the faculty member teaching the course.

5. ECCE courses may be team-taught according to standards and procedures in the Faculty Personnel Policies Handbook.

¹ This definition is derived from the work of scholars William H. Newell, William J. Green, and Julie Klein.