

Approved
Campus Senate Meeting
April 22, 2005

**UNIVERSITY OF ILLINOIS AT SPRINGFIELD
CAMPUS SENATE AY 2004/2005
RESOLUTION 34-15**

Resolution Revising the UIS General Education Requirements

BE IT RESOLVED, that this Bill revises general education requirements for all baccalaureate students entering UIS as of the fall of 2006;

BE IT RESOLVED that the University of Illinois at Springfield Campus Senate endorses the recommendations of the Undergraduate Council and the General Education Working Group regarding the necessity of creating coordinating and governance structures for successful implementation.

SECTION 1. EDUCATIONAL PRINCIPLES and LEARNING OBJECTIVES

This Bill revises the general education requirements for all baccalaureate students entering UIS as of the fall of 2006. Two educational principles guide these revisions: that UIS should provide students with the basic skills and knowledge to 1) become life long learners; and 2) to become engaged citizens of multiple communities, from local to global.

A. Life-Long Learning

Upon completion of the general education curriculum, students should be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology and computer applications.
2. Use appropriate methods of critical thinking and quantitative reasoning to solve problems and engage in informed, rational decision-making.
3. Construct intellectual projects independently and in collaboration with others
4. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
5. Analyze the historical and social contexts of cultural, economic, political, religious, and scientific developments.
6. Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities.
7. Analyze the fundamental natural processes of the world and the interactions of humans and their environment.
8. Analyze the values, cultural context, and aesthetic qualities of creative expression and engage in creative and artistic processes.

B. Engaged Citizenship

Upon completion of the general education curriculum, students should be able to:

1. Recognize the social responsibility of the individual within a larger community.
2. Practice awareness of and respect for the diversity of cultures and peoples in this country and in the world.
3. Reflect on the ways involvement, leadership, and respect for community occur at the local, regional, national, or international levels.
4. Identify how economic, political, and social systems operate now and have operated in the past.
5. Engage in open-minded and ethical decision-making and action.
6. Distinguish the possibilities and limitations of social change.

SECTION 2. LOWER DIVISION GENERAL EDUCATION REQUIREMENTS

A. Students entering UIS with 0-30 hours

Students entering UIS with 0-30 hours must satisfy the following lower division general education requirements:

- **Writing and Communication.** 11 hours: ENG101 (4 hours, scholarly identity; college survival skills; identity in relation to others); ENG102 (4 hours, inquiry and argumentation, research paper); COM101 (3 hours, oral communication).
- **Life and Physical Sciences.** 7-8 hours in two different disciplines (life sciences and physical sciences); one must be a laboratory course.
- **Mathematics.** 6 hours: 1 math skills course and 1 practical application math or statistics course for students without math requirements imposed by major.
- **Humanities.** 9 hours: one fine arts course (appreciation course OR a performance course); one other humanities course; a 100 level course, Comparative Societies, will fulfill one Humanities course requirement. (See *Engaged Citizenship Common Experience* below.)
- **Social Sciences.** 9 hours in at least 2 disciplines. A 100 level course, Comparative Societies, will fulfill one Social Science course requirement. (See *Engaged Citizenship Common Experience* below.)

STUDENTS with 0-30 HOURS: General Education Lower Division Requirements (42 hours)	
WRITING & COMMUNICATION 11	ENG101* (4 hours: Composition 1, College Writing and Identity); and ENG102* (4 hours: Composition 2, Inquiry and Argumentation); and COM101 (3 hours: oral communications)
LIFE & PHYSICAL SCIENCES 7	1 laboratory science course (4 hours); and 1 other science course (3 hours) (one in life science, the other in physical science)
MATHEMATICS 6	2 mathematics courses (6 hours) --1 math skills course; and --1 applied math/statistics course (for students without specific math requirements imposed by major); OR 1 math/statistics course required by the major
HUMANITIES 9	1 Fine Arts course—appreciation or performance (3 hours); and 1 Humanities course (3 hours); and 1 Comparative Societies Humanities course (100 level, 3 hours)
SOCIAL SCIENCES 9	2 Social Science courses (6 hours) 1 Comparative Societies Social Science course (100 level, 3 hours)
TOTAL 42	

* Transfer students may meet this requirement with appropriate 3 hour composition courses.

B. Students entering UIS with 30-59 credit hours

Students entering UIS with 30-59 credit hours must satisfy the lower division requirements described in Section 2.A. above, with the following substitutions or exceptions:

- **Writing and Communication.** At least 9 hours: two composition (6 hours) and one oral communication courses.
- **Math.** 3 hours: 1 math skills course.
- **Comparative Societies.** 3 hours: a 100 level course either in the Humanities or Social Sciences, depending on distribution needs of the students. (see *Engaged Citizenship Common Experience* below.)

TRANSFER STUDENTS with 30-59 HOURS: General Education Lower Division Requirements		
All Lower Division requirements of <u>Section 2.A.</u> above, with the following substitutions or exceptions:		
WRITING & COMMUNICATION 9	<ul style="list-style-type: none">•Two composition courses, at least 6 hours; and•One oral communication course, at least 3 hours	
MATHEMATICS 3	<ul style="list-style-type: none">•One math course, at least 3 hours	
COMPARATIVE SOCIETIES 3	<ul style="list-style-type: none">•One Comparative Societies core course (100 level, 3 hours; Humanities or Social Sciences, depending on distribution needs)	
TOTAL	37	

C. 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.A. above.

D. Operating Rules

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

1. Lower division general education courses will be 100 and 200 level offerings.
2. Courses fulfilling lower division general education requirements may be used as prerequisites or requirements in the majors.
3. Students may fulfill lower division distribution requirements through placement tests, AP credit, CLEP 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.
5. Students may fulfill the Math requirement with a course 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).

A. OVERVIEW of ECCE Requirements

- ### B. Comparative Societies (6 hours, 100 Level)

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.

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.

5

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, politics, 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.

Study abroad may qualify to fulfill this requirement.

E. Engagement Experience (3 hours, 200-400 level)

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 Objectives for Engaged Citizenship listed in Section I. B. 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.

F. ECCE Elective (3 hours, 200-400 level)

This category is designed to provide flexibility in the ECCE curriculum by offering students various opportunities to expand their Engaged Citizenship Common experience. Electives fall into two basic areas:

1. Experiential Learning

- ASTs
- service learning
- study abroad
- Credit for Prior Learning

2. Additional coursework related to Engaged Citizenship

- ECCE Course in U.S. Communities or Global Awareness
- "On-going Controversies" course
- Modern Languages (third or fourth semester only)

On-going Controversies courses address complex issues of significance to society in a local, national, or global context. They will include a range of interdisciplinary perspectives and require students to examine controversial topics, including ethics and values, from scholarly points of view. Students and faculty should approach these courses with open minds. Topics may be drawn from the natural sciences, social sciences, business, and humanities.

G. ECCE Speakers Series (1 hours, 200-400 level)

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.

H. 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. B. 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 categories cannot be used to meet lower division general education requirements.

3. Courses fulfilling ECCE 200 to 400 level general education 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.

SECTION 4. FUNDING

The Campus Senate expects the funding for implementation of the new curriculum for the entering cohort of 150 new first-year students plus transfer students to be at the \$2 million dollar level approved by the Board of Trustees in the FY 2006 budget request.

Faculty representatives will continue to work with the Provost and other administrators in developing the business plan for implementation of the new curriculum. The faculty representatives and the Provost will report back to the Senate in July, 2005 on the adequacy of the resources and whether the curriculum can be successfully implemented for the Fall of 2006.

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