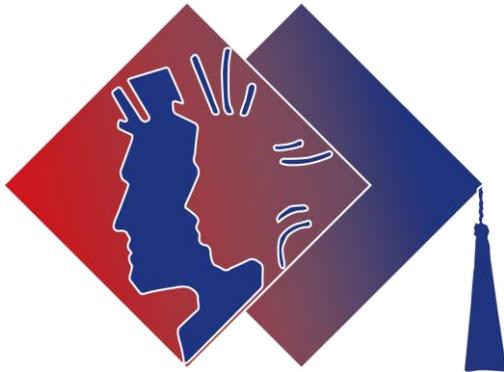


# The University Core Curriculum

## Policies and Procedures Handbook



Updated Fall, 2008

Mark Krahlung  
University Core Director  
Science Center 2261 464-1712  
mkrahl@usi.edu  
<http://www.usi.edu/libarts/ucore>

## The University Core Curriculum

### **POLICIES AND PROCEDURES HANDBOOK**

This Handbook is designed for USI faculty. It collects in one place the current policies and procedures regarding the University Core Curriculum. Persons wishing to know how the program arose, how one petitions to have a course added to the list, how to recommend a change in a policy governing the program, how such requests will be reviewed, and how to answer questions that often arise during student advising, should find some answers here. If these are insufficient, please contact the University Core Director at 464-1712, or access the UCC website at <http://www.usi.edu/libarts/uccore>.

The Handbook should be used in conjunction with the booklet "University Core Curriculum: A Guidebook for Students and Faculty Advisors," which outlines the program itself, the courses approved for it, and questions commonly asked by students.

*The following material is new or has been revised for this 2008 edition: Historical Overview (p. 3), Goals and Guidelines for Category C5 (p. 13), Major Program Restrictions (p. 15), Students With Degrees (p.27).*

#### **TABLE OF CONTENTS**

Historical Overview	3
Procedures for Modifying the University Core Curriculum	5
1. General Policies	
2. Procedures for Adding Courses	
3. Procedures for Deleting Courses	
4. Procedures for Modifying the Program	
Goals and Guidelines To Be Used in Reviewing Petitions	8
Major Program Restrictions on University Core Curriculum Choices	15
Additional Policies and Questions (arranged alphabetically by topic)	20

## **THE UNIVERSITY CORE CURRICULUM**

### **HISTORICAL OVERVIEW**

In its descriptions of the University's General Education Program during the 1980's and early 90's, the USI Bulletin stated that "General Education is thought of as non-specialized and non-vocational learning which should be the common experience of all educated men and women," and that "the General Education Program at the University consists of a group of coordinated and interrelated courses...." Despite the pious tone--or perhaps because of it--most faculty recognized these words as far from reality. In practice, we hardly had "a group of coordinated and interrelated courses" of any kind; our system invited and allowed the kind of cafeteria-style selection that today's colleges and universities are moving away from. In those days, for example, a student could complete the Humanities portion of the requirements by taking one semester of Spanish, one semester of Introduction to Film, and one semester of Interpersonal Communications, without ever sensing how such courses relate to one another or to her overall educational experience.

In an effort to address this problem, in the Fall of 1985 the old Humanities Division commissioned a General Education Reform Committee and instructed it to devise a plan for a coherent and meaningful Humanities General Education program. The Committee secured a \$20,000 grant from the National Endowment for the Humanities and proceeded with an intensive project that culminated in a proposal for reform approved by the University for implementation in the Fall of 1989.

During an important part of its deliberations on this proposal, the Faculty Senate created a list of procedures for modifying General Education requirements, which then appeared in the University Handbook. At the same time, recognizing that similar reforms were needed in other parts of the program, the Vice President for Academic Affairs established the position of Coordinator of General Education and asked this person to begin the job of establishing a list of specific goals and objectives for the program as a whole.

Following the lead outlined by the Senate, the Coordinator established two committees. The General Education Committee, consisting of one representative from each discipline that fed into the program, was created in response to the Senate's mandate that "authority for recommending changes in General Education rests with the University component (humanities, science and mathematics, and social science) offering the courses...." The Advisory Committee was created at the same time in response to the mandate "the coordinator must convene a committee consisting of an elected representative from each school which will serve in an advisory capacity to review all proposals regarding general education...." These committees, working with input from faculty throughout the University, proposed the "Goals for the USI General Education Program" approved as University policy in Fall 1990.

Following that approval, the GE Committee was asked to develop a plan for implementing the new goals. Committee members reviewed descriptions of several existing programs, and visited the campus of Southeast Missouri State, where nationally-recognized reforms had recently taken place. (Previous visits had been made to Northeastern Illinois University, St. Joseph's College, and the University of California-San Diego.) At the semi-annual University meeting in January 1991, John Hinni, coordinator of GE at SEMO, addressed the faculty, and faculty groups brainstormed ways of implementing clusters of objectives. Every department throughout the University was then asked to

submit its recommendations for implementation by March 1991. Fueled with this input, the GE Committee undertook the arduous task of formulating a meaningful proposal. It finished its deliberations in the Spring of 1992. During the following summer, the Coordinator of General Education met with the Vice President for Academic Affairs, each Dean, and each member of the Advisory Committee for final input. Armed with this information, the General Education Committee put the finishing touches on its proposal in the early Fall. The document was thoroughly reviewed by the Curriculum Committee (a process which included two open forums for airing of faculty views and a campus-wide study of proposed courses), and approved by that body on March 4, 1993. Following further significant deliberations, it was approved by the Faculty Senate on April 2 of the same year, and subsequently endorsed by the Academic Planning Council. The planned implementation date was the Fall of 1995.

During 1993-94, the General Education Committee continued to review new course proposals (22 courses were added to the initial list during the year), anticipate and adjust for problems, and propose further revisions in the program. Among other things, it recommended a new name--the University Core Curriculum--and a simplified procedure for course approvals, both of which were endorsed by appropriate faculty committees and the Vice President for Academic Affairs in the Spring of 1994. During 1994-95, further refinements were made in both course lists and program policies and procedures.

The resulting program went into effect in the Fall of 1995. Its rationale is simple: it is an attempt to implement the University-approved General Education goals, to bring USI in line with other universities across the country, and--most important--to adequately prepare our students for the very different world they will experience in the twenty-first century.

When the program was implemented, its governance was assigned to a seven-member University Core Council, chaired by a UCC Coordinator. The Council has approved modifications in the course list, changes in policy, and various aspects of an assessment program. A Director of University Core Assessment was appointed in the Spring of 1998.

The Council continues to oversee program development in an attempt to best meet the changing needs of today's students. In 2000, a student member was added, and in 2002, the Coordinator's title was changed to "Director."

## PROCEDURES FOR MODIFYING THE UNIVERSITY CORE CURRICULUM

(From *Faculty Handbook*, pages 69-71)

### 1. General Policies

a. The University Core Director has the responsibility for coordinating issues related to the University Core Curriculum. The Director must convene a council consisting of an elected representative from each College, plus one additional elected representative each from the College of Liberal Arts and the Pott College of Science and Engineering. A student member will be selected each Spring to serve a renewable one-year term beginning the following Fall. (He or she must be enrolled full-time and must have earned at least 62 semester hours by the time his or her term of office begins. The Student Government Association will nominate three candidates to the Provost and Vice President for Academic Affairs, who will make the final selection. Preference will be given to students in good academic standing who have completed a substantial number of University Core hours at USL.) This Council will review all proposals regarding the University Core prior to their being submitted to other University bodies.

b. The College offering a course holds the authority to recommend whether a course will or will not carry University Core Curriculum credit.

c. Colleges may stipulate requirements in general education in addition to, but not in lieu of, the University Core Curriculum requirements.

### 2. Procedures for Adding Courses

a. Departments wishing to recommend courses for the University Core Curriculum (UCC) must prepare a petition designed for this purpose and available from the Director. In the case of new or revised courses, this petition will be *in addition to* the new or modified course petition required as part of the regular approval process.

b. If the course is a new or modified offering, the University Core Council will receive the petition package from the Dean of the College offering the course. It will then make its recommendations on the course's appropriateness for the UCC, and forward these recommendations to the University Curriculum Committee as part of the regular course approval process.

c. If the course is already part of the University's curriculum, the University Core Council will receive the petition from the department offering the course, announce such receipt in *University Notes*, and allow the faculty ten instructional days to submit comments to the Director. After such period has elapsed, the Council will formulate its recommendations on the course's UCC status and forward these to the Provost and Vice President for Academic Affairs, who will announce courses approved for the program in *University Notes*.

d. If a petition is denied by the University Core Council, it may be revised and resubmitted to the

same Council one time. If it is rejected a second time, the decision may be appealed to the University Curriculum Committee. If the course's position in the University Core Curriculum is denied by the Curriculum Committee, the decision may be appealed to the Faculty Senate.

### 3. Procedures for Deleting Courses

Removal of courses from the University Core Curriculum may occur in any of the following ways:

- a. AT THE REQUEST OF THE DEPARTMENT OFFERING THE COURSE. The Department will submit a petition to be prepared for this purpose that will include the following information: 1)course number, title, and catalog description; 2)UCC categories from which removal is requested; 3)rationale for removal. The petition will be submitted to the UCC Director, who will advertise its receipt and invite faculty response for at least 10 working days through *University Notes*. The UCC Council will then endorse the petition after negotiating an appropriate time for actual removal of the course. The Council's recommendation--which may be appealed by any member of the faculty to the Curriculum Committee and, if necessary, the Faculty Senate-- will be forwarded to the Provost and Vice President for Academic Affairs.
- b. BECAUSE THE COURSE HAS NOT BEEN OFFERED IN A REASONABLE PERIOD OF TIME. If a UCC course has not been offered during three consecutive calendar years, the Director will inform the department involved that removal of the course from the UCC is pending. The department will have one year in which to offer the course or provide the Council with an acceptable justification for its remaining on the UCC list despite not being offered. If the matter is not resolved in one of these two ways during the stipulated one year, the course will be removed from the UCC .
- c. AS A RESULT OF THE UCC ASSESSMENT PROCESS. If, as a result of the regularly scheduled UCC assessment process, the Council cannot determine that a UCC course is meeting its intended objectives, the following steps will be taken. These policies will be communicated to the faculty and will be made explicit at the beginning of every new assessment process. They will be applied judiciously and diplomatically, with actual removal a rare and final resort.
  - The Director will inform the department involved, which will have six months to respond. During this period, the Council will work with the department to develop an acceptable plan to remedy the situation. Responsibility for developing the plan will rest with the department.
  - If at the end of six months the Council has not accepted a plan of remedy, the course will be removed from the UCC effective the following semester.

A decision by the University Core Curriculum Council to remove courses as a result of assessment may be appealed by any member of the faculty to the Curriculum Committee and, if necessary, the Faculty Senate.

#### 4. Procedures for Modifying the Program

Petitions to modify the policies or guidelines of the University Core Curriculum should be submitted to the University Core Council through the Director.

The University Core Council will submit its recommendations to the University Curriculum Committee.

The University Curriculum Committee will submit its recommendations to the Faculty Senate.

The Faculty Senate will submit its recommendations to the Provost and Vice President for Academic Affairs for final action.

NOTE: In February 1998 the Faculty Senate reconfirmed the principle that "all changes in policy for the UCC will be recommended by the University Core Council to the Curriculum Committee and then forwarded to the Faculty Senate."

#### FLOWCHART FOR UCC POLICY CHANGES

Provost and Vice President for Academic Affairs

^  
|

Faculty Senate

^  
|

Curriculum Committee

^  
|

University Core Council

## GOALS AND GUIDELINES TO BE USED IN REVIEWING PETITIONS

*This document combines the Goals for the University Core Curriculum approved by the Faculty Senate in October 1990 with the Implementation Plan approved by the same body in April 1993. It includes all approved revisions and modifications to date.*

*Faculty petitioning for courses to be added to the University Core Curriculum should read both the "Introduction" and the section relating to the category for which they are applying. These same sections will be used by the University Core Council and others involved in the review process to determine the suitability of the course in question.*

### Introduction

#### *Goals Preface:*

Through the University Core Curriculum, USI seeks to encourage in all students the desire and ability to achieve personal growth and contribute meaningfully to society. The University Core program involves non-specialized, non-vocational learning that views students first as human beings, equipping them to harness their full intellectual, aesthetic, emotional, and physical resources to improve their lives and the lives of those around them. The program is based on the premise that students must know themselves and their world before they can become responsive and responsible leaders. It assumes that students need to think clearly, speak and write well, live according to consistent ideals, understand public issues, and use knowledge wisely.

To fulfill these needs, the University Core Curriculum exposes students to various ways of knowing and invites them to analyze the great ideas and achievements of humanity. Students can acquire an appreciation of their place in the continuum of life by studying not only their own world, but also that of the past, of other cultures, and of nature. They can escape from narrow perspectives and values, and actively participate in shaping their lives, society, and environment.

A student's major area of specialized study and the University Core Curriculum complement each other. The former provides knowledge that distinguishes us from one another in our diverse walks of life; the latter provides knowledge and abilities that all educated people share. By joining the two, the University can accomplish its primary mission of preparing students to live wisely.

Since the University Core Curriculum has a diversity of aims, no single course addresses all of them. The program as a whole seeks to achieve the objectives presented below. But among the overall goals for the program are these two: **critical thinking** and **information processing**.

**Critical thinking** is defined as "the ability to analyze and critically evaluate information." Students who complete the University Core should learn to analyze information presented in numerical, written, spoken, and visual formats. They should develop higher-order cognitive skills such as interpreting, synthesizing, applying, illustrating, inferring, comparing-contrasting, distinguishing the central from the peripheral, and predicting. They should learn to differentiate opinion, theory, and fact, and should be able to define problems and identify solutions.

**Information processing** is defined as "the ability to locate, gather, and process information." Students who complete the Core should also know how to perform basic research tasks involving primary and secondary sources, including laboratory and field experiences. They should learn to retrieve and organize information stored in diverse formats, and use the computer to extend their ability to process information.

*General Observations:*

1. This document provides guidelines for approving courses or other means of fulfilling each objective listed in the "Goals for the USI University Core Curriculum."
2. Departments proposing courses for the program must submit a petition available from the University Core Director; it asks for specifics about how each objective is/is not to be addressed. The recommendations below are designed as guidelines to be used when such proposals are reviewed.
3. As far as possible, each objective should be emphasized throughout the University Core Curriculum. However, each objective also needs explicit focus in at least one particular place within that curriculum. Except as noted, these guidelines focus on the latter.
4. Students may use up to six hours of applicable course work from their major disciplines for appropriate University Core credit, assuming the courses in question have been approved as University Core courses.
5. As far as possible, University Core courses should be open to all students.
6. Students may use the same course to fulfill more than one University Core requirement as long as their total UCC program adds up to at least 50 hours. Additional courses to meet the 50 hour minimum may be selected from any University Core category.
7. Each course in the University Core Curriculum will be periodically assessed to determine its continued relevance to University Core goals.

**A. The Mind: Enhancement of Cognitive Abilities (12-13 hours)**

**A1. The ability to communicate effectively (9 hours)**

*Goal:*

Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

*Guidelines:*

- a. Of these 9 hours, 6 will focus on written composition, and 3 on oral communication.
- b. In each case, limited options will be allowed; i.e., it will not be necessary for all students to use the same course to fulfill these requirements.
- c. Coordination among the composition courses and the oral communication course is an expected outcome for this objective.

**A2. The ability to think in mathematical terms (3-4 hours)**

*Goal:*

Students should achieve proficiency in algebraic skills and learn to apply mathematical techniques to solve problems. They should be able to interpret information and data presented in numerical, graphical, or statistical form, and convey this knowledge to others.

*Guidelines:*

- a. Students must demonstrate a proficiency in mathematics beyond the level of intermediate algebra.
- b. Objective A2 can only be met through a proficiency test designed or selected by the Math faculty, or by receiving credit for an appropriate mathematics course.

**B. The Self: Enhancement of Individual Development (8 hours)**

**B1. The ability to make informed, intelligent ethical judgments (3 hours)**

*Goal:*

Students should enhance their understanding of their ethical obligations to others and their responsibility to contribute to the common good. They should be able to articulate important ethical issues and to identify alternative positions on those issues (including the grounds of those positions). They should also develop or refine their own ethical viewpoints and be able to defend them.

*Guidelines:*

- a. The raising of ethical consciousness in all courses will be encouraged through such means as faculty workshops and development programs.
- b. The 3 hours devoted to this objective will highlight a concern with ethics. Possible courses include a short list of options selected from appropriate offerings in Philosophy and some other disciplines.

## **B2. The ability to respond thoughtfully to the arts (3 hours)**

### *Goal:*

Students should enhance their understanding of the fine, performing, or literary arts. They should begin to develop appropriate means of interpreting works of art and understanding ways in which such works express ideas and evoke feelings.

### *Guidelines:*

- a. This objective is not a *primary* function of the Humanities core sequences, though it can be reinforced in these and other courses by encouraging participation in arts events.
- b. Its 3 hours will be covered via a short list that includes such courses as Introduction to Literature, Introduction to Art, Introduction to Music, or Introduction to Theater, in addition to selected higher-level courses.
- c. The short list will also include courses that integrate theory and studio experience.

## **B3. The ability to adopt a healthy, well-regulated lifestyle (2 hours)**

### *Goal:*

Students should engage in physical activities that lead to healthier lives and personal fulfillment. They should also understand how to develop and sustain emotional and physical well-being.

### *Guidelines:*

- a. Preference will be given to courses that integrate theory and practice--in this case, health concerns and physical activity.
- b. Some options originating outside the Physical Education department may be allowed. If such courses do not provide sufficient physical activity, they may be used for only *one* of the two hours required in this category. The other hour must be fulfilled via an activities course. This will address both the "physical activities" and "understanding" dimensions of the objective.

## **C. The World: Enhancement of Cultural and Natural Awareness (26-27 hours)**

### **C1. An understanding of the uses of history (3 hours)**

### *Goal:*

Students should become familiar with history as a method and a means of viewing human experience. By studying the significance of continuity and change, students should learn to relate events, ideas, and achievements to the contexts of their times, and assess the roles of individuals, institutions, and social processes.

*Guidelines:*

- a. Wherever appropriate, University Core courses will include an historical perspective on the subject matter.
- b. Every student will have at least one course that integrates historical method and content.

**C2. An understanding of individual development and social behavior (6 hours)**

*Goal:*

Students should acquire increased understanding of their own behavior and motivations, and increased understanding of the behavior of others. They should know how individuals develop, interact, and organize themselves in political, religious, social, and economic spheres. They should understand the significance and vitality of social organizations ranging from groups to institutions, and the role of the individual within social environments.

*Guidelines:*

This objective can be best met by selected courses, most probably--but not necessarily exclusively--from such disciplines as Political Science, Sociology, Anthropology, Economics, Psychology, and Geography. Other courses from these disciplines may be used elsewhere (e.g., C5 below).

**C3. An understanding of science and scientific thinking (8-9 hours)**

*Goal:*

Students should experience the unique methods of science by which we have acquired knowledge of the natural world. They should understand the roles and limitations of hypothesis, observation, and experimentation in distinguishing truth from misconception. Students should also acquire broad based knowledge about the natural world and of the laws and patterns that govern it; such knowledge should enable them to understand personal and public issues relating to science.

*Guidelines:*

Every student will have at least 2 courses in physical and/or biological science, one of which must have a laboratory component.

**C4. An understanding of the major thought and creative work of western culture (6 hours)**

Students should understand and contemplate the major ideas presented in the great works of philosophy, literature, and fine and performing arts of Western Europe and the Americas. They should recognize and respond to the strengths and shortcomings of this tradition, and appreciate the diverse voices that have shaped it.

*Guidelines:*

- a. This goal can be met by Humanities survey courses.
- b. It can also be met by a study of literature and culture in the original western foreign language, beginning with the second year of foreign language work.

**C5. An understanding of Earth as a global community consisting of interrelated and interdependent cultures (3 hours)**

*Goal:*

Students should be familiar with the various ways in which countries and cultures have been and are linked together in the contemporary world. They should learn about variations in culture among and within countries and about how people belonging to different cultures view and respond to global issues differently. Students should also know about changing patterns in the ways countries interact and their impacts on people located in different parts of the world. In studying these linkages, significant attention will be paid to cultures outside the United States.

*Guidelines:*

- a. Students will fulfill this objective by an encounter with a culture other than their own. "Another culture" means one expressed in a language other than one in which the student has native proficiency, and one developed in a cultural tradition other than the student's own.
- b. Appropriate courses from a variety of disciplines will apply here.
- c. Appropriate courses in foreign language at the first-year, second-semester level or above will apply here.
- d. Courses in this category will have a meaningful portion of their content focus on the contemporary world. They are further expected to set the country(ies), culture(s), and/or language(s) considered in a regional and/or global context.

**D. The Synthesis: Integration and Application of Knowledge (3 hours)**

*Goal:*

Students should be able to draw on their educational experiences to develop interdisciplinary responses to problems and issues of contemporary life. They should explore the factors that influence these problems and issues, suggest alternative solutions, and identify ways in which they might contribute toward their resolution.

*Guidelines:*

This objective will be met by selecting a course with an interdisciplinary focus that addresses the goal noted above. Ideally, it should be met during or after the term in which all other University Core requirements are completed. Professional capstone courses (adjusted as necessary to meet University Core needs) will be considered.

*Additional Guidelines from the University Core Council:*

- a. The interdisciplinary focus of the course should be central, not incidental or peripheral. “Interdisciplinary” means an integration of material beyond a single discipline, bringing/applying perspectives from at least two of the following: natural science, social science, humanities. For this purpose, these categories are understood to refer to perspectives typically employed in the following UCC categories:
  - Natural Science: Mathematics and/or Science
  - Social Science: History and/or Individual Development/Social Behavior and/or Global Communities
  - Humanities: Ethics and/or The Arts and/or Western Culture
- b. A transcendent goal is to bring the University Core experience to bear on problems and issues of contemporary life (e.g., human nature, technological development, gender, health care, human aggression, time/space, war/peace).
- c. To maximize the significance of this course, timing is a critical factor. Ideally, it should be taken during or after the term in which all other University Core requirements are complete.

**Comment [MDK1]:** should replaces must, 8 September 2006

## MAJOR PROGRAM RESTRICTIONS ON UNIVERSITY CORE CURRICULUM CHOICES

*Although the University Core Curriculum allows students choices in most of its categories, several disciplines restrict some choices for their majors. The following list notes those restrictions reported to the University Core office as of the publication of this Handbook. Additional Core Curriculum classes may be required at the discretion of the academic dean.*

---

### **Business**

- A1. Must take Cmst 101
- A2. Must choose Math 111 or 115 or 118 (unless testing directly into 215 or 230)
- C2. Must take Psy 201, Econ 208, Econ 209
- C5. Must take Econ 241
- D. Must take Mngt 452.

### **Education and Human Services**

Note: Effective 2001, all courses used in teacher education programs must be passed with a C or above and the cumulative USI GPA must be 2.75 or above. Candidates must meet additional program admission requirements, including state minimum performance standards on the Praxis I exam (reading, English, math subsections). See the University Bulletin for more information.

#### *Early Childhood Education Majors*

- A2. Must take Math 202
- C2. Must include Educ 302
- D. Must take Educ 433

#### *Elementary Education Majors*

(many restrictions are required for state certification)

- A2. Must take Math 206
- B3. Must take Ped 281 and 295
- C2. Must include Educ 302

D. Must take Educ 458

*Special Education Majors*

A2. Must take Math 206

C2. Must include Educ 302

D. Must take Educ 438

*Secondary Education Majors*

C2. Must include Educ 302

D. Must take Educ 448

*Exercise Science and Physical Education Majors*

C3. Must include Biol 121 and 122

*Social Work Majors*

Note: All transfer students must fully meet all categories of the Core, regardless of any articulation agreements with their previous colleges.

C1. Must take either Hist 101 or 102

C2. Must take Psy 201 and Soc 121

Note: There are additional non-UCC requirements for the Major including Soc 231, Psy 261, Pols 101 or 102, and Econ 175 or 208 or 209.

C3. Must include Biol 105

D. Must take Socw 402 (major and senior status required)

**Liberal Arts**

*Art Majors*

B2. May not use Art 201

*English Majors*

C4. Should take Hum 241 and 242 (not required but highly recommended)

*Social Science Secondary Education Majors*

A2. Math 111

B1. Phil 200 or Phil 201 (required by the School of Education for admission to the program)

C2. Educ 302 and Psy 201 or Soc 121

C3. Geog 112

C5. Anth 251 or 255

D. Educ 448

*Sociology Majors*

C2. Must choose from anthropology, political science, psychology, or economics

### **Nursing and Health Professions**

*Associate of Science Prerequisites*

*Dental Hygiene (AS)*

A1. Eng 101, Cmst 101

C2. Psy 201, Soc 121

C3. Biol 121 and 122, Chem 107

C4. Hum I or II

Non-UCC Requirement: HP 115

*Occupational Therapy Assistant (AS)*

A1. Eng 101 and 201, Cmst 101

B1. Phil 201

B3. PED Activity Course

C2. Psy 201, Soc 121

C3. Biol 121 and 122

Non-UCC Requirements: HP 115, OT 151

*Baccalaureate Program Requirements*

*Dental Hygiene Majors*

A1. Must take Cmst 101

B1. Must take HP 456 or Phil 363

B3. Must take Nutr 376 and one PED activity course

C2. Must take Psy 201 and Soc 121

C3. Must take Biol 121 and 122, plus Chem 107

D. Must take Dthy 401

*Health Services Majors*

B1. Prefer HP 456 but will accept Phil 201 or 363

D. Must take HP 498

*Nursing Majors*

B1. Prefer HP 456 but will accept Phil 201 or 363

B3. Prefer Nutr 376 (but will accept Biol 176) and one PED activity course

C2. Must include Psy 201 and prefer Soc 121

C3. Must take Biol 121 and 122, Chem 141

D. Must take Nurs 467

*Occupational Therapy Majors*

C2. Must take Psy 201 and Soc 121

C3. Must include Biol 121 and 122

D. Must take OT 480

*Radiologic Technology Majors*

C2. Must take Psy 201 and Soc 121

C3. Must take Biol 121 and 122, plus Phys 101 or Chem 103

**Science and Engineering**

*Science Majors*

(see USI Bulletin for details)

A2. Virtually all programs require math beyond 111.

C3. Most programs require specific science courses appropriate to field of study.

*Engineering*

A1. Must take Eng 101, Eng 201, and Cmst 101

A2. Lowest Math requirements are Math 118 or 111 and 112 (five-year program) or Math 230 (four-year program)

C3. Must take Chem 261, Phys 205 and 206

D. Must take Engr 491

*Industrial Supervision*

A2. Math 111 is lowest course applying to this degree

C2. Must take Econ 209 and Psy 201

C3. Must take Chem 261, Phys 175, Phys 176

## **ADDITIONAL POLICIES AND QUESTIONS**

### **ADVISING**

Information about the University Core Curriculum appears in the "Guidebook for Students and Faculty Advisors" and in the *USI Bulletin*. Updated checksheet outlines also appear in the Fall, Spring, and Summer Schedules of Classes. In addition, most departments have incorporated UCC information into their major and minor checksheets. Finally, the DARS system maintained by the Registrar's Office allows instant access to transcripts that indicate UCC courses completed and those requirements yet to be fulfilled.

### **ARTICULATION AGREEMENTS**

#### **General Polices Regarding Community College Transfer Articulations**

1. General Education program articulation agreements apply to associate degree-earning students only. Those who transfer with less than a full associate's degree will be evaluated on a course-by-course basis.
2. Students should note that individual major programs at USI sometimes require specific University Core courses (see pages 15-19). We recommend early consultation with a USI advisor in the student's major field.
3. USI students may transfer a maximum of 64 credit hours from a community college, and must complete a minimum of 39 hours at the 300/400 level as part of their baccalaureate program.

The following articulation agreements have been established with the systems and institutions indicated.

#### **Kentucky Community and Technical College System**

*Effective for New Students First Enrolled at Any KCTC Campus in Fall 1997 or Later*

Students who transfer to USI with an earned Associate of Art or Science degree from any community college in the KCTC system, and who have completed the general education requirements stipulated in the 1997-98 UKCC Bulletin, will have satisfied USI's University Core Curriculum Requirements, with the following stipulations:

1. The students must have completed the full 48-hour General Education Block.
2. The must have met the two requirements for transfer to the University of Kentucky, as noted here:

- a. They must meet a foreign language requirement which can be satisfied through two years of foreign language in high school or six hours of foreign language in college.
  - b. They must complete a cross-cultural course. Acceptable cross-cultural courses are indicated by *italicized print* in the KCTC course listings under Social Interaction and Heritage/Humanities/Foreign Language.
3. They must take the following additional University Core courses on the USI campus, unless they transfer in equivalent course work outside the 48-hour block:
- a. Health and Fitness (2 hours)
  - b. Synthesis (3 hours)

**Illinois Eastern Community Colleges**  
***(Frontier Community College, Lincoln Trail College, Olney Central College, Wabash Valley College—for other Illinois colleges, see below)***

*Effective for New Students First Enrolled at an Illinois Campus in Summer 1998 or later*

**1. IECC Associate in Arts or Associate in Science Transfer Degree** (as described in the IECC 2003-05 Catalog)

Students who complete this degree, including the General Education Core and the Additional IECC AA or AS Degree Requirements, will satisfy USI's University Core Curriculum with the following exception:

Category D: Synthesis (3 hours).

This course must be completed during the senior year on the USI campus.

**2. IECC Associate in Science and Arts Transfer Degree** (as described in the IECC 2003-05 Catalog)

Students who complete this degree, including the General Education Core, will satisfy USI's University Core Curriculum with the following exceptions:

Category B3: Health/Fitness	(2 hours)
Category D: Synthesis	(3 hours)
TOTAL:	5 hours

All but the Category D requirement can be completed either on the community college campus (with appropriate articulated courses) or at USI. The Synthesis course, however, must be taken during the senior year at USI.

**Other Illinois Community College Programs**

Illinois Articulation Initiative General Education Core Curriculum (as described in the IECC and Southeastern Illinois College 2003-05 Catalogs)

Students who complete this program will satisfy USI's University Core Curriculum with the following exceptions:

Category B1: Ethics	(3 hours)
Category B3: Health/Fitness	(2 hours)
Category C5: Global Communities	(0-3 hours)*
Category D: Synthesis	(3 hours)
TOTAL:	8-11 hours

\*The Global Communities requirement will be satisfied if the student has selected an IAI Human Diversity course to satisfy part of IAI's Humanities or Social Science requirement. This course must be one identified by the suffix "N" (for non-western), and not "D" (for diversity), in the IAI course numbering system.

All but the Category D requirement can be completed either on the community college campus (with appropriately articulated courses) or at USI. The Synthesis course, however, must be taken during the senior year at USI.

### **Vincennes University**

*Effective For New Students First Enrolled in a VU Program in Fall 2000 or Later*

#### **A.A. Degree**

Students who complete this degree, including the Vincennes University General Education requirements effective August 15, 2000, will satisfy USI's University Core Curriculum with the following exceptions:

Category C3: Science	6 credit hours
Category D: Synthesis	3 credit hours.
University Core Electives as needed to total 50 hours*	

All but the Category D requirement may be fulfilled at VU through appropriately articulated courses beyond those used for the VU general education program. The Synthesis requirement, and any others on this list not completed at VU, must be fulfilled at USI.

### A.S. Degree

Students who complete this degree, including the Vincennes University General Education requirements effective August 15, 2000, will satisfy USI's University Core Curriculum with the following exceptions:

Category C3: Science	4 credit hours
Category C5: Global Communities	3 credit hours
Category D: Synthesis	3 credit hours
Category B1: Ethics	
Category B2: The Arts	
Category C1: History	} 10 credit hours selected from these categories; no more than 3 hours from any one category
Category C3: Science	
Category C4: Western Culture	

University Core Electives as needed to total 50 hours\*

All but the Synthesis requirement may be fulfilled at VU through appropriately articulated courses beyond those used for the VU general education program.. The Synthesis requirement, and any others on this list not completed at VU, must be fulfilled at USI.

\*University Core Electives may be selected from any USI University Core category.

### **ASSESSMENT**

In order to determine its continued effectiveness, and to initiate improvements in the program, the University Core Curriculum will be reviewed and evaluated on a multi-year cycle. The Director of University Core Assessment will coordinate this process, with active involvement from the faculty.

### **ASSOCIATE DEGREE STUDENTS**

Students pursuing Associate Degrees will be required to complete approximately half of the UCC's 50 hours. Specific requirements will be determined in conjunction with the departments offering the degrees. Should they continue on for a Bachelor's Degree, Associate Degree students will complete their remaining hours of University Core work at that time. (See also **Articulation Agreements** above.)

### **COUNCIL MEMBERSHIP**

The University Core Council consists of one member from each of the University's five Colleges, plus one additional member each from the College of Liberal Arts and the Pott College of Science and Engineering. A student member, with full voting privileges, also serves on the Council. The University Core Director (who chairs the Council) and the Director of University Core Assessment will serve as ex officio, non-voting members. The student member and alternate will be selected annually to one-year

renewable terms by the Vice President for Academic Affairs upon nominations submitted by the Student Government Association. Other Council members and alternates will be elected to two-year terms on the following basis:

- Odd-Numbered Years: Representatives from Nursing, Liberal Arts (#1), Science (#1)
- Even-Numbered Years: Representatives from Business, Education, Liberal Arts (#2), Science (#2).

### **CREDIT BY EXAM**

Academic credit earned by examination will be applicable to relevant sections of the UCC. Examinations will be selected or designed by the appropriate department(s) to measure the goals and outcomes expected for the Core program. Exceptions to this policy must be approved by the UCC Council, and should be made only for clearly stipulated reasons. This policy applies only to *credit* earned by examination, and not to advanced *placement* or to *proficiency* exams.

### **DIRECTOR**

The Director of the University Core Curriculum reports to the Office of Academic Affairs. Duties include the following:

- 1) Overseeing implementation and continuous reform of the University Core Curriculum
- 2) Convening and chairing the University Core Council
- 3) Maintaining course descriptions for all approved University Core Curriculum courses
- 4) Preparing, updating, and distributing regularly a Guide for Fulfilling University Core Curriculum requirements (for advisors and students)
- 5) Forwarding recommendations from the University Core Council, together with his/her own recommendation if different, to the next appropriate level
- 6) Determining the disposition of student petitions seeking exceptions to basic University Core Curriculum policies
- 7) Encouraging the creation of new courses, and the modification of existing courses, to maintain a quality University Core program
- 8) Preparing grant applications as appropriate to fund aspects of the University Core Curriculum
- 9) Reviewing staffing needs for University Core teaching assignments
- 10) Serving as a focal point and resource person for questions and issues related to General Education
- 11) Keeping abreast of regional and national issues related to General Education through such means as

maintaining a library of General Education materials and representing the University at appropriate meetings, including those of the national Council for Administration of General and Liberal Studies

12) In conjunction with the Director of University Core Assessment and the Director of Institutional Research, supervising the evaluation and assessment of the University Core Curriculum

13) Being a spokesperson to help insure that the integrity of each student's General Education is maintained with the same vigor with which the student's professional (major/minor) education is maintained

14) Working with the Registrar's and Enrollment Services offices on transfer credit equivalencies

15) Participating in Orientation Programs for new students and new faculty

16) Serving as fiscal agent for the University Core Curriculum budget

17) Implementing policies approved by the University Core Council or deemed necessary for the optimum effectiveness of the program

18) Performing such other duties as may be necessary for the operation and continued effectiveness of the program

### **DOUBLE MAJORS**

All students may use up to six hours from their major disciplines toward UCC requirements, provided the courses in question are on the approved UCC list. Double majors may use up to six hours from **each** major for this purpose.

### **DUPLICATING COURSES**

Students may enroll in Chemistry 103 or 107, but NOT BOTH, for UCC credit. The only difference between these two courses is the lab in 107. The same policy applies to Biology 111 and 112—again, the only difference is the lab in 112.

### **FOREIGN LANGUAGE TRANSFER CREDITS**

1. A transfer student from another university, who is **not** continuing the language, does not take the placement exam. He/she receives language credits along with other classes transferred.

2. A transfer student from another university who wants to **continue** the language needs to take the placement examination given in the Academic Skills Office. He/she then signs up for the class placed into, and will receive credit for previous language work taken elsewhere.

3. Incoming (freshmen) students with high school language need to take the placement exam. After they

complete the course placed into with a grade of B or higher, they will receive credit for classes tested out of.

### **INTERDISCIPLINARY PROGRAMS**

All students may use up to six hours from their major disciplines toward UCC requirements, provided the courses in question are on the approved UCC list. Students majoring in interdisciplinary programs (such as the Social Science Teaching Program or the International Studies Program) may use up to six hours from any and all disciplines contributing to that major to satisfy the Core Curriculum.

### **INTERNATIONAL STUDENTS**

Students whose native or first language is not English may be waived from the foreign language requirement [for the Bachelor of Arts degree]. But such students are still responsible for completing the humanities requirements set forth in the University Core Curriculum (C4: Western Culture) as well as all credit hour requirements for the degree.

### **MATH PROFICIENCY EXAM**

Students with strong backgrounds in mathematics who do not plan to take a math course for their majors may be **exempted** from the UCC math requirement (Category A2) by passing the math proficiency exam. Information about the test is available from the Pott College of Science and Engineering and from the Academic Skills Development Office. Exemption does **not** provide credit, however, and students who pass the proficiency exam will need to take additional hours from **any** UCC category to attain the minimum required total of 50. (See **Same Course...** below.)

### **MILITARY TRAINING**

Of the eight credits of general electives typically granted to students with appropriate military training records, two credits may apply to the UCC's Category B3: Health and Fitness. These credits will apply to both the required physical activities course and the required wellness/fitness course.

### **SAME COURSE FOR MORE THAN ONE CATEGORY**

Students who use the same course to fulfill more than one UCC category still need to achieve a minimum total of 50 hours in the program. To do this, they may select additional elective hours from *any* UCC category.

### **SCIENCE REQUIREMENT**

Students are required to take 8 to 9 hours of science. One of these courses must be a laboratory course. Since science courses typically carry either 3 or 4 credit hours, students may satisfy this requirement most efficiently by taking two 4 credit courses or three 3 credit courses (at least one of which is lab). Combining one 4 credit course and one 3 credit course will result in a one-hour shortage and will require

the student to take an additional science course, bringing the total to at least 10 hours.

### **STUDENTS COVERED BY THE UCC**

Students who entered USI as new freshmen in the 1995 fall semester or later, and students who entered USI as transfer students in the 1997 fall semester or later, are required to follow the University Core Curriculum. Freshmen entering USI in the summer of 1995 or before, and transfer students entering USI in the summer of 1997 or before, may choose to satisfy the General Education program described in the *Bulletin* in effect at the time of their matriculation. NOTE: Students completing a change of major will be required to satisfy the program requirements in effect at the time of the change, including the University Core Curriculum. Students who discontinue enrollment for more than one calendar year must re-enroll under the program requirements in effect at the time of the readmission, including the University Core Curriculum.

### **STUDENTS WITH DEGREES**

Except for majors in early childhood, elementary, or special education, students returning to school to complete a second degree, who have already earned a bachelor's degree from an accredited institution, do NOT need to complete any additional work in the University Core Curriculum. It is assumed that the original bachelor's degree-granting institution provided and is responsible for the student's General Education. Such students need only satisfy the requirements of their major and meet the minimum requirement of 18 resident hours for an Associate Degree and 30 hours for a Bachelor's. This policy applies to the University Core Curriculum and to all previous USI General Education programs.

In order to meet the requirements for an additional major, a student may be required to take a course FOR THAT PROGRAM which is also a University Core course. (See "Major Program Restrictions" on p. 15.) Such students will need to complete only such courses as are required for their additional major, and do NOT need to fulfill the University Core program itself.

EXCEPTION: Students in the following teacher education programs—early childhood, elementary, and special education—MUST complete USI's University Core Curriculum, even if they are returning to pick up certification after having completed an accredited bachelor's degree. This is necessary in order to fulfill state certification requirements.

### **SYLLABUS STATEMENT**

All faculty are expected to include on their UCC course syllabi an explicit statement explaining which UCC category the course fulfills and how it does so. Failure to comply may jeopardize the course's continuation in the Core.

## **TEACHING AWARD**

The H. Lee Cooper Core Curriculum Teaching Award is presented at the annual Fall University Meeting in August. This award provides a concrete way of recognizing superior work in and for the University Core Curriculum. It serves as a motivator for faculty, provides faculty role models for UCC teachers, and begins the process of gaining recognition for UCC work in the promotion and tenure rewards system. It complements an already existing award for students, the Trustee's Distinguished Merit Award, which recognizes superior work by a student in the Core Curriculum.

The award recognizes a faculty member whose work in University Core courses has been especially creative and successful in furthering UCC goals, and focuses exclusively on teaching within the Core. A small plaque and a generous stipend are provided by a fund established for this purpose by Mr. Cooper and his friends and colleagues. The award, announced in April 2000, recognizes Mr. Cooper's commitment to the role of liberal education in the workplace.

A nomination form will be distributed, with an annual deadline of the Friday following Spring Break. All members of the USI faculty are eligible; however, self-nominations are not allowed. The University Core Council, working with Mr. Cooper, may select one recipient each year, though it will not be bound to select a recipient if, in its judgment, no nominee qualifies.

Criteria for selection include:

- Evidence that UCC courses taught clearly address UCC goals and objectives
- Evidence that students completing these courses have made significant progress toward those goals and objectives
- Evidence that the faculty member evokes creativity and contributes toward the development of student character.

Nominators may provide this evidence by submitting materials such as syllabi, assignments, student work, letters of endorsement from students and colleagues, peer and student evaluations of classroom performance, contributions to advising, and the like. Award winners are expected to deliver a lecture or other public demonstration during the following academic year on a topic related to teaching or educational philosophy.

## **TRANSFERRED COURSES**

Any course accepted by the University as the transfer equivalent of a UCC course—whether transferred from another university, a CAP program, or a CLEP credit-bearing exam—will count in any and every UCC category in which the equivalent USI course counts.

## **TRANSFERRED ELECTIVES**

If a course is accepted at USI as an unspecified elective, it will generally have to be reviewed by the USI department most closely identified with the course. For example, an elective in history,

considered a possible candidate for Category C1, should be reviewed by the History Department. An elective in a non-departmental category (e.g., Global Communities) may be reviewed by the University Core Director, who will usually consult the USI department most closely identified with the course.

#### **TRANSFER STUDENTS**

Transfers who entered USI in or after the Fall 1997 semester are expected to fulfill the UCC program. (See also **Articulation Agreements** and **Foreign Language Transfer Credits** above).

#### **HAVE ADDITIONAL QUESTIONS?**

**VISIT THE UCC WEBPAGE AT**

**[HTTP://WWW.USI.EDU/LIBARTS/UCCORE](http://www.usi.edu/libarts/uccore)**

**or**

**CONTACT**

**MARK KRAHLING  
UNIVERSITY CORE DIRECTOR  
PHONE: 464-1712  
E-MAIL: [MKRAHLIN@USI.EDU](mailto:MKRAHLIN@USI.EDU)**