
ILLINOIS ARTICULATION INITIATIVE

To Facilitate Interinstitutional Transfer

**ILLINOIS TRANSFERABLE
GENERAL EDUCATION CORE CURRICULUM**

A curriculum designed to ease the transfer of students
among Illinois' public and private associate and baccalaureate
degree-granting colleges and universities.

Adopted Unanimously by the Steering Panel, May 24, 1994

Endorsed by the Illinois Board of Higher Education, September 7, 1994
Endorsed by the Illinois Community College Board, September 16, 1994
Endorsed by the Illinois State Board of Education, May 22, 1997

Effective for Freshmen Entering in Summer 1998 (and Thereafter)

Revised and Reprinted, May 1998

*Published by
The Illinois Board of Higher Education
4 West Old Capitol Plaza, Room 500
Springfield, Illinois 62701
(5/98)*

Printed on Recycled Paper

THE GENERAL EDUCATION CORE CURRICULUM: AN INTRODUCTION

Each fall, 30,000 students transfer from one Illinois institution to another. While just over half of these students transfer in the traditional path from an associate to a baccalaureate degree-granting college or university, nearly half transfer from one community college to another, from one baccalaureate institution to another, or from a baccalaureate institution to an associate degree-granting institution. A high proportion of students transfer more than once in pursuit of the baccalaureate degree. To facilitate the transfer of students among all Illinois colleges and universities—public and private, associate and baccalaureate degree granting, the Illinois Board of Higher Education, the Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities jointly launched the Illinois Articulation Initiative (IAI) in January 1993.

As the first step in facilitating student transfer statewide, panels of faculty members assisted by Transfer Coordinators were empowered to develop a General Education Core Curriculum that would be acceptable in transfer at all Illinois institutions in lieu of each college or university's own campus-wide general education curriculum of comparable size. Since the General Education Core Curriculum is designed specifically for students who intend to transfer from one institution to another in pursuit of their baccalaureate degrees, the Curriculum includes only lower-division courses.

The General Education Core Curriculum is expected to benefit Illinois students. Past articulation efforts between associate and baccalaureate degree-granting institutions were based on the assumption that students knew either what baccalaureate institution they intended to transfer to or what baccalaureate major they wished to pursue, or both. Large numbers of students, however, enter Illinois colleges and universities each year without clear educational or career goals, and others find their original goals were unrealistic. Indeed, the number of students who transfer from one institution to another, and the increasing numbers who transfer more than once, suggest that many students will benefit from agreement on a basic curriculum accepted by all institutions as a good way for students, particularly undecided students, to begin their undergraduate experience.

Assumptions

Several assumptions guided the development of the General Education Core Curriculum. First, it is assumed that all entering freshmen meet or exceed the high school course requirements for admission to public institutions that became effective in fall 1993: four years of English (emphasizing written and oral communications and literature), three years of social studies (emphasizing history and government), three years of mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming), three years of laboratory science, and two years of electives selected from foreign language, music, vocational education, or art.

Second, it is assumed that all Illinois colleges and universities have in place processes for assessing the reading, writing, and mathematics skills of entering students in order to assure appropriate course placement.

Third, it is assumed that, as a result of entry assessment, students found to be in need of remedial or developmental work receive the assistance they need.

Fourth, it is assumed that every college and university has in place criteria and processes that assure the quality of all credit-bearing courses and the comparability of different sections of the same course irrespective of delivery mode.

Finally, it is assumed that, while each degree-granting institution has developed its own general education program as part of its undergraduate degree requirements, most general education program objectives are similar from one institution to another.

Development Process

The General Education Core Curriculum was developed by five 22-member faculty panels, with overall guidance and direction provided by a 23-member Steering Panel. In all, 123 faculty members and transfer coordinators representing the 12 public universities, 40 community colleges, and 14 private colleges and universities in Illinois participated in the development process.

In October 1993, the first draft of the Curriculum was distributed to every Illinois college and university requesting comment. Four hearings to receive oral comment were held in November, and hundreds of written comments were received by the November 29, 1993, deadline. The comments received can be classified generally into four categories: 1) issues about which the panels themselves were undecided (e.g., whether or not to include a foreign language requirement, whether or not studio or performance courses fulfilled the objectives of humanities requirements, whether or not all science courses ought to include a laboratory component, whether or not the science requirement should permit depth through sequencing or require breadth through limiting choice, and whether or not history should be classified as a humanities, a social science, or both); 2) questions about the credit hour distributions among fields and the relationship between the curriculum and the Illinois Community College Board's Model Associate in Arts and Associate in Science Degree Requirements; 3) suggestions for the inclusion or exclusion of specific courses; and 4) questions about procedures and time lines for implementation. Beginning in December and throughout the spring of 1994, the Field Panels and the Steering Panel grappled with the curriculum issues and course suggestions raised in the oral and written comments received.

Each Field Panel and the Steering Panel used a consensus-building process to reach decisions. Many decisions were revisited at successive meetings in order to develop acceptable compromises among competing points of view. The final recommendations on both the content of the curriculum and on proposed implementation steps and time table were adopted unanimously by the members of the Steering Panel on May 24, 1994, for transmission to the Board of Higher Education and Illinois Community College Board.

Results

The General Education Core Curriculum, described fully in the pages that follow, consists of courses in written and oral communication and in mathematics and of courses designed to introduce students to the breadth of knowledge and the different modes of inquiry of different academic disciplines. The curriculum balances requirements among the core arts and sciences disciplines, with students selecting courses from the natural sciences, humanities and fine arts, and the social and behavioral sciences.

The Illinois General Education Core Curriculum, while not duplicating any single institution's requirements, closely mirrors the typical lower-division general education requirements of Illinois' baccalaureate degree-granting institutions, parallels the national profile of general education curricula prepared by the Association of American Colleges, and is similar to the transfer and articulation agreements of such other states as Arizona, California, Missouri, and Virginia. In addition, the General Education Core Curriculum eliminates the current differences between the general education requirements for the Associate in Arts and the Associate in Science degrees awarded by the

community colleges, differences which have no parallel among Illinois' baccalaureate degree-granting institutions.

Because competency in a second or foreign language is not a widespread requirement in the general education programs of baccalaureate colleges and universities in this state, but is instead a requirement imposed by some constituent colleges or by some majors, community college students are strongly advised to become competent in a second or foreign language prior to transferring.

Next Steps

The Illinois General Education Core Curriculum will be implemented statewide for first-time freshmen entering in summer session 1998 and thereafter. A full-scale review of the Curriculum and its efficacy in facilitating the transfer of students among Illinois institutions is scheduled for 1999-2000.

During the second phase of the Illinois Articulation Initiative, panels of faculty members are being established to recommend lower-division courses that are essential for students to complete in order to transfer as juniors in particular baccalaureate majors. As one panel completes its recommendation, another is formed until the most frequent baccalaureate majors offered by multiple institutions have been addressed. Majors are being selected in order of the number of transfer students statewide. About 25 majors will be articulated statewide.

THE PURPOSE OF GENERAL EDUCATION WITHIN UNDERGRADUATE EDUCATION

The goal of a general education is to develop individuals with sensitivity to and a comprehensive understanding of the world in which they live. A general education helps students develop moral values, habits of critical thinking and introspection, intellectual sophistication, and an orientation to learning and investigation that will become life long. Generally educated individuals are conversant with scientific inquiry, appreciate the insights into the human character and culture provided by literature and the arts, understand human behavior and social institutions, are aware of history, respect human diversity, and act both ethically and responsibly as members of society.

The general education curriculum constitutes that part of an undergraduate education that develops breadth of knowledge and the expressive skills essential to more complex and in-depth learning throughout life. To develop breadth of knowledge, general education courses acquaint students with the methods of inquiry of the various academic disciplines and the different ways these disciplines view the world. The academic disciplines comprising the general education curriculum are the physical and life sciences, the humanities and fine arts, the social and behavioral sciences, and interdisciplinary combinations of these. To develop expressive skills, the general education curriculum requires courses that enhance written and oral communication and quantitative reasoning skills.

GENERAL EDUCATION CORE CURRICULUM REQUIREMENTS

Communication:	3 courses (9 semester credits ¹), <i>including a two-course sequence in writing (6 semester credits) and one course (3 semester credits) in oral communication</i>
Mathematics:	1 to 2 courses (3 to 6 semester credits)
Physical and Life Sciences:	2 courses (7 to 8 semester credits), <i>with one course selected from the life sciences and one course from the physical sciences and including at least one laboratory course</i>
Humanities and Fine Arts:	3 courses (9 semester credits), <i>with at least one course selected from humanities and at least one course from the fine arts</i>
Social and Behavioral Sciences:	3 courses (9 semester credits), <i>with courses selected from at least two disciplines</i>
TOTAL:	12 to 13 courses (37 to 41 semester credits)

No more than two courses from any one discipline can be used to fulfill General Education Core Curriculum requirements.

Students must earn a passing letter grade in each course used to fulfill requirements. Effective with freshmen entering in summer 1999, a grade of C or better will be required for satisfactory completion of the Communication writing requirement. Students should be aware, however, that some schools and some majors already require a C or better in writing (and in speech) for graduation.

¹Credits are expressed as semester credits. For a translation into quarter credits, see Appendix B.

Students may substitute satisfactory scores on AP exams for specific IAI General Education Core Curriculum courses in fulfilling the core requirements. This does NOT mean, however, that an exam can also be used to substitute for a similar course required in the student's selected major. Students will still need to submit official AP scores to all institutions attended.

Passing scores (based on national norms) on appropriate CLEP exams may be used to fulfill requirements by students who earn an Associate in Arts or an Associate in Science degree prior to transfer. For other transfer students, receiving institutions will follow established CLEP-credit policies.

Students are encouraged to complete two courses (six credits) in mathematics in order to become reasonably quantitatively literate. It is expected that the minimum mathematics requirement may be increased to six semester credits when the Curriculum is reviewed and updated.

*While few baccalaureate institutions require a foreign or second language in their campus-wide general education requirements, competency through two, three, or four college semesters (or the high school equivalent) in a single foreign or second language is required for the Bachelor of Arts degree at some universities, for all bachelor's degrees in some colleges (such as colleges of liberal arts), and for some bachelor's degree majors. Thus, community college students who intend to transfer should plan to complete the foreign language courses required by their intended institution, college within a university, and/or major **prior to transferring**.*

GENERAL EDUCATION CORE CURRICULUM COURSE CRITERIA OR CONDITIONS

The foundation skills of communication (reading, writing, speaking, and listening), critical thinking and analysis/synthesis, quantification, computer use, and the use of resources (e.g., the library) should be embedded in **every** general education course. General education courses also should be broad in scope rather than narrowly specialized and should not require prerequisites (except high school preparation or when part of a multi-course sequence).

To recognize and engender respect and value for human diversity, a general education should incorporate the knowledge, wisdom, and creativity of diverse human groups, including (but not limited to) different cultural, ethnic, and racial groups, as well as of persons of different ages and genders. To this end, graduation from an Illinois college or university should require satisfactory completion of one or more courses incorporating human diversity for the purpose of improving human relations through an educated citizenry. While several courses within the General Education Core Curriculum are designed specifically to examine such diversity, each discipline area within the Curriculum should, as much as possible, throughout all its courses incorporate authors, sources, and topics that expose students to the realities of a culturally diverse world.

At this time, an interdisciplinary, integrative general education course is not required in the General Education Core Curriculum. However, colleges and universities are encouraged to develop such courses as creative approaches to fulfilling the general education objectives. The addition of an interdisciplinary, integrative course requirement within the General Education Core Curriculum will be considered when the Curriculum is reviewed and updated.

COMMUNICATION

Communication is the art of expressing and exchanging ideas in speech or writing. The complexities of modern life demand that individuals have a mastery of both oral and written communication skills. Therefore, the General Education Core Curriculum requires competency in both skills. To fulfill the requirement, students should satisfactorily complete two three-semester-credit sequenced courses in written communication and one three-semester-credit course in oral communication. *Effective with freshmen entering in summer 1999 and beyond, satisfactory completion of the writing courses will mean a grade of C or better. Some schools and some majors already require a C or better in the writing courses (and some in oral communication, as well) for graduation.*

Because communication skills provide a foundation for success in later academic work, general education communication courses should be completed early in a student's degree program, and communication skills should continue to be developed and refined across the undergraduate curriculum.

C1 900 and 901: WRITING COURSE SEQUENCE (6 semester credits). The writing course sequence: (1) develops awareness of the writing process, (2) provides inventional, organizational, and editorial strategies, (3) stresses the variety of uses for writing, and (4) emphasizes critical skills in reading, thinking, and writing. The writing course sequence culminates in production of documented, multi-source writing. *A score of 4 or 5 on the AP exam on Language and Composition or Literature and Composition will be accepted as equivalent to one, three-credit, writing course.*

Upon successful completion of the writing course sequence, students should have the competencies listed below. *The student is expected to:*

- use various invention, drafting, and revising/editing strategies depending upon the purpose of the writing, the materials available to the writer, and the length of time available for the task;
- engage a topic in which the writer explores writing as a means of self-discovery and produces a text that is designed to persuade the reader of the writer's commitment;
- demonstrate a theoretical understanding of rhetorical context (that is, how reader, writer, language, and subject matter interact);
- establish a voice appropriate to the topic selected and the rhetorical situation;
- clarify major aims, arrange material to support aims, and provide sufficient materials to satisfy expectations of readers;
- select and interact effectively with sources, subordinating them to the writer's purpose

and creating confidence that they have been represented fairly;

- demonstrate satisfactory control over the conventions of edited American English and competently attend to the elements of presentation (including layout, format, and printing); and
- recognize the existence of discourse communities with their different conventions and forms.

C2 900: ORAL COMMUNICATION (3 semester credits). The oral communication course, either a traditional public speaking or a hybrid course, combines communication theory with the practice of oral communication skills. The oral communication course: (1) develops awareness of the communication process, (2) provides inventional, organizational, and expressive strategies, (3) promotes understanding of and adaptation to a variety of communication contexts, and (4) emphasizes critical skills in listening, reading, thinking, and speaking. Students are expected to prepare and give **at least** three **substantial** speeches, including both informative and persuasive assignments.

Upon successful completion of the oral communication course, students should have attained **at least** the competencies in both theory and practice as listed below.

Communication Theory—The student is expected to:

- have a theoretical understanding of communication;

- understand the relationships among self, message, and others; and
- understand the process of effective listening.

Communication Practice—*The student is expected to:*

- phrase clear, responsible, and appropriate purpose statements;
- develop specific, well-focused thesis statements;
- analyze an audience and situation, and then adapt a message to those needs;
- generate ideas and gather supporting material;
- incorporate material from various appropriate sources, using proper verbal citations;
- use evidence, reasoning, and motive appeals in persuasive speaking;
- prepare and use visual aids that promote clarity and interest;
- organize and outline an effective message;
- use language that is appropriate to enhance understanding and effect the desired result;
- establish credibility by demonstrating knowledge and analysis of topic;
- use extemporaneous delivery with reasonable fluency, expressiveness, and comfort;
- cope effectively with the tensions involved in public speaking;
- demonstrate acceptable ethical standards in research and presentation of materials; and
- listen to, analyze, and critique oral communication.

MATHEMATICS

The mathematics component of general education focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. Every college graduate should be able to apply simple mathematical methods to the solution of real-world problems. A quantitatively literate college graduate should be able to:

- interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
- represent mathematical information symbolically, visually, numerically, and verbally;
- use arithmetic, algebraic, geometric, and statistical methods to solve problems;
- estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results; and
- recognize the limitations of mathematical and statistical models.

Courses accepted in fulfilling the general education mathematics requirement emphasize the development of the student's capability to do mathematical reasoning and problem solving in settings the college graduate may encounter in the future. General education mathematics courses should not lead simply to an appreciation of the place of mathematics in society nor should they be merely mechanical or computational in character.

To accomplish this purpose, students should have at least one course at the lower-division level that emphasizes the foundations of quantitative literacy and, preferably, a second course that solidifies and deepens this foundation to enable the student to internalize these habits of thought. Complete course descriptions and appropriate prerequisites for courses listed below are contained in the *Illinois Mathematics and Computer Science Articulation Guide* prepared by the Joint Task Force of IMACC and ISMAA in May 1995. The course descriptions below are intended to maintain consistency with the descriptions in the *Guide* and will change as the *Guide* changes. *All courses listed require as prerequisites at least satisfactory completion of intermediate algebra and geometry* (the high school courses expected for college admission).

To fulfill the general education mathematics requirement, students are expected to complete satisfactorily one to two courses (three to six semester credits) as follows:

A college-level calculus course (M1 900) (prerequisite: C or better in college algebra)

A score of 3 or higher on the AP Calculus exam will be accepted as equivalent. This does *NOT* mean, however, that the exam and score can also be used to substitute for a calculus course required in a specific major.

OR

At least one selection from the following list:

M1 901: QUANTITATIVE LITERACY (3-4 credits): Develops conceptual understanding and problem-solving, decision-making, and analytic skills dealing with quantities and their magnitudes and interrelationships, using calculators and personal computers as tools. Includes representing and analyzing data through such statistical measures as central tendency, dispersion, normal

and chi-square distributions, and correlation and regression to test hypotheses (maximum of one-third of course); using logical statements and arguments in a real-world context; estimating, approximating, and judging the reasonableness of answers; graphing and using polynomial functions and systems of equations and inequalities in the interpretation and solution of problems; and

selecting and using appropriate approaches and tools in formulating and solving real-world problems.

M1 902: GENERAL EDUCATION STATISTICS (3-4 credits): Focuses on mathematical reasoning and the solving of real-life programs, rather than on routine skills. Descriptive methods (frequency distributions and graphing and measures of location and variation), basic probability theory (sample spaces, counting, factorials, combinations, permutations, and probability laws), probability distributions (normal distributions and normal curve, binomial distribution, and random samples and sampling techniques), statistical inference (estimation, hypothesis testing, t-test and chi-square test, and errors), correlation and regression, and f-test and analysis of variance.

M1 903: MATHEMATICS FOR ELEMENTARY TEACHING I AND II (3-4 credits each): Focuses on mathematical reasoning and problem solving, with calculators and microcomputers used in problem solving. Topics are selected from: sets, functions, and logic; whole numbers, integers, rational numbers, irrational numbers and the real number system, number theory, probability, statistics, measurement, and non-metric geometry. Two-course sequence meets requirements for state certification in elementary teaching. Fulfills the general education requirement only for students seeking state certification as elementary teachers.

M1 904: GENERAL EDUCATION MATHEMATICS (3-4 credits): Focuses on mathematical reasoning and the solving of real-life problems. Three or four topics are studied in depth, with at least three chosen from the following list: geometry, counting techniques and probability, graph theory, logic/set theory, mathematical modeling, mathematics of finance, game theory, linear programming, and statistics. The use of calculators and computers is strongly encouraged.

M1 905: DISCRETE MATHEMATICS (3-4 credits): Introduction to analysis of finite collections and mathematical foundations of sequential machines, computer system design, data structures, and algorithms. Includes sets and logic, subscripts, arrays, number systems, counting, recursion, graph theory, trees, nets, Boolean algebra. Prerequisite: C or better in College Algebra.

M1 906: FINITE MATHEMATICS (3-4 credits): Emphasis on concepts and applications, rather than mathematical structures. *Form A* (Designed especially for students in business, economics, social sciences, and life sciences, with applications drawn from these fields): Includes such topics as vectors, determinants, matrices, and matrix algebra; systems of linear equations and matrices; systems of inequalities and linear programming; simplex method; set theory, logic, and Boolean algebra; counting and probability theory; stochastic processes; game theory; Markov chain methods; mathematical modeling; and the mathematics of finance. *Form B*: Matrix algebra; systems of linear equations and matrices; determinants; vectors in 2-space and 3-space; vector spaces; eigenvalues and eigenvectors. Prerequisite: C or better in College Algebra.

PHYSICAL AND LIFE SCIENCES

The purpose for the study of science is (1) to develop students' understanding of the methods of scientific inquiry, including the formulation and testing of hypotheses, (2) to familiarize students with selected scientific principles in the physical and life sciences, and (3) to enable students to make informed decisions about personal and societal issues.

To achieve this purpose, students are expected to complete satisfactorily a minimum of two courses (7 to 8 semester credits) to fulfill the general education science requirement.

In order for students to understand the methods of scientific inquiry, including the development of the skills and disposition necessary to become independent inquirers about the natural world, at least one general education science course must include a laboratory component that meets a minimum of two hours per week in which students will be expected to:

- formulate questions (hypotheses),
- plan and conduct experiments (test hypotheses),
- make systematic observations and measurements,
- interpret and analyze data,
- draw conclusions, and
- communicate the results (orally and in writing).

In order for students to become familiar with selected scientific principles, at least one course must be selected from the life sciences and one course from the physical sciences. The generic courses described below provide students a general education in the sciences. *Students with appropriate preparation may substitute an initial course designed for science majors for a more general course described below.*

Life Sciences

L1 900, 900L: GENERAL EDUCATION BIOLOGY (3-5 credits): A laboratory course emphasizing scientific inquiry through selected concepts of biology, such as organization, function, heredity, evolution, and ecology. Biological issues with personal and social implications will be introduced to enable students to make informed decisions. *A score of 3 or higher on the AP Biology exam will be accepted as L1 900L.* This does *NOT* mean, however, that the exam and score can also be used to substitute for a similar course required in a specific major.

L1 901, 901L: PLANTS AND SOCIETY (3-5 credits): Emphasizes scientific inquiry through selected concepts in biology, such as organization, function, heredity, evolution, and ecology, using plants as the type of organism. Topics may include plant structure, growth, genetics, evolution, physiology, reproduction, and the economic importance and interrelationships between plants and humans.

L1 902, 902L: ANIMALS AND SOCIETY (3-5 credits): Emphasizes scientific inquiry through selected concepts in biology, such as organization, function, heredity, evolution, and ecology, using animals as the type of organism. Topics may include animal structure, growth, genetics, evolution, physiology, reproduction, and behavior.

L1 903, 903L: MICROBES AND SOCIETY (3-5 credits): Emphasizes scientific inquiry through selected concepts in biology, such as organization, function, heredity, evolution, and ecology, using microbes as the type of organism. Topics may include a survey of microorganisms, the role of microorganisms in health and disease, ecological and economic roles of microbes, and the role of microorganisms in biotechnology.

L1 904, 904L: HUMAN BIOLOGY (3-5 credits): Examines practical aspects of selected concepts in biology and their application to technology. Concepts may include heredity, growth, development, health, and ecology. Human systems may be studied as they relate to the major topics. Empha-

sis will be placed on the relationship of the issues to the individual and society.

L1 905, 905L: ENVIRONMENTAL BIOLOGY (3-5 credits): Examines ecological principles in relation to environmental problems. Emphasizes current environmental issues and possible solutions and courses of action.

L1 906 906L: HEREDITY AND SOCIETY (3-5 credits): Introduction to basic genetic principles and to contemporary issues in biotechnology. Addresses the ethical, political, and social implications of biological advances in the area of genetics.

L1 907, 907L: EVOLUTION (3-5 credits): Examines the origin of life and its diversification from a scientific perspective, including the impact of evolution on human thought.

Physical Sciences

P1 900, 900L: GENERAL EDUCATION PHYSICS (3-5 credits): A laboratory course that introduces the concepts and methods of physics, including mechanics, heat, electricity and magnetism, and modern physics. *A score of 3 or higher on the AP Physics exam will be accepted as P1 900L.* This does *NOT* mean, however, that the exam and score can also be used to substitute for a similar course required in a specific major.

P1 901, 901L: PHYSICS AND SOCIETY (3-5 credits): Examines selected concepts and methods from the following topics relating to physical phenomena encountered in the natural world and in human society: mechanics, heat, acoustics and waves, light and optics, and modern physics.

P1 902, 902L: GENERAL EDUCATION CHEMISTRY (3-5 credits): A laboratory course emphasizing the general principles and theories of chemistry, including fundamentals of inorganic chemistry, atomic structure and states of matter, bonding, stoichiometry, acid-base concepts, periodicity, and solution chemistry. *A score of 3 or higher on the AP Chemistry exam will be accepted as P1 902L.* This does *NOT* mean, however, that the exam and score can also be used to substitute for a similar course required in a specific major.

P1 903, 903L: CHEMISTRY AND SOCIETY (3-5 credits): Examines the influence of chemistry

on society through the study of contemporary issues, such as health, environment, and other applications of chemistry to everyday life.

P1 904, 904L: GENERAL EDUCATION ORGANIC CHEMISTRY (3-5 credits): Fundamental principles of organic chemistry, including general aspects of structure, bonding, and nomenclature. Stresses the correlation of structure to physical properties and chemical reactivity. May include commercial and/or biological applications of organic compounds.

P1 905, 905L: EARTH SCIENCE (3-5 credits): Examines basic principles and concepts of earth sciences. Concepts may be drawn from one or more of the following: geology, meteorology, oceanography, astronomy, or climatology.

P1 906, 906L: INTRODUCTION TO ASTRONOMY (3-5 credits): Examines astronomical phenomena and concepts, including the solar system, stars and galaxies, planetary motions, atoms and radiation, and the origin and evolution of the universe.

P1 907, 907L: INTRODUCTION TO GEOLOGY (3-5 credits): Examines basic geologic principles from a physical or an historical perspective. Includes such topics as the formation of rocks and minerals, internal and external processes modifying the earth's surface and phenomena, and the evolutionary history of the earth, including its life forms, oceans, and atmosphere.

P1 908, 908L: ENVIRONMENTAL GEOLOGY (3-5 credits): Examines human interaction with geologic processes and hazards, including earthquakes, volcanoes, landslides, subsidence, hydrology, and flooding; occurrence and availability of geologic resources, such as energy, water, and minerals; and land-use planning, pollution, waste disposal, environmental impact, health, and law.

P1 909, 909L: PHYSICAL GEOGRAPHY (3-5 credits): Emphasizes elements of the physical environment, including atmospheric, climatic, hydrologic, and geologic processes; the spatial variations of these processes; and the interrelationship between these processes and the human environment.

P9 900, 900L: GENERAL PHYSICAL SCIENCE (3-5 credits): Emphasizes the fundamental principles of chemistry, physics, geology, meteorol-

ogy, and astronomy and the philosophical importance of scientific discoveries.

LP 900, 900L: INTERDISCIPLINARY PHYSICAL AND LIFE SCIENCE (3-5 credits): Interdisciplinary courses that combine study of physical *and* life science disciplines and that meet the criteria in the introduction above.

THE HUMANITIES AND FINE ARTS¹

Study in the humanities and fine arts develops an understanding of what it means to be human—the struggles and aspirations, comedies and tragedies, and achievements and failures of human beings; wrestles with the basic questions that confront all human beings in the course of their lives—identity, beauty, courage, love, truth, justice, and morality; and examines the dreams, traditions, and cultural expressions of peoples throughout time who have wrestled with these same questions. To understand what it means to be human, one must understand oneself in relation to the natural world and in relation to others, reflect on ideas and confront presuppositions from one's own and other cultures, and respond creatively.

Thus, study in the humanities and fine arts focuses on intellectual and cultural expression approached through historical, hermeneutic, cultural, and aesthetic investigations. Courses designed to fulfill the general education humanities and fine arts requirement involve students in the basic questions and substance of the humanities and fine arts, as well as in the methods used to approach these questions. Courses in philosophy, religious studies, literature, history, and the history and appreciation of the visual and performing arts, as well as interdisciplinary courses, are typically included among those considered part of a general education. Because critical thinking, investigation, and reflection are necessary to the study of the humanities and fine arts, these processes—as embodied in writing (essays and essay examinations) and speaking (oral presentations and discussion)—are a significant component of humanities and fine arts courses. Where appropriate, course readings and activities also reflect an awareness of the United States' multi-cultural inheritance: race, ethnicity, gender, and class.

By contrast, courses that primarily focus on developing a skill, such as performance or production courses in the arts, technique or professional courses in communications, and those foreign language courses that focus on learning to speak and write a different language at an elementary level, generally are not considered part of a general education in the humanities and fine arts.

To fulfill the general education humanities and fine arts requirement, students should select a minimum of three courses (nine semester credits) from the courses described below, selecting at least one course from the humanities and one from the fine arts. Interdisciplinary courses encompassing both the humanities and the fine arts may be used in either category.

Humanities

Foreign Language

H1 900: FOREIGN LANGUAGE IV (3-4 credits): A fourth semester college (second semester intermediate) course (or above) in a foreign language that is designed to increase knowledge of the language and culture of the country or countries speaking the language.

¹ The Humanities and Fine Arts Panel acknowledges its debt to the previous Committee of Scholars on the Humanities for its work in defining the Humanities.

² Political, economic, and social history courses are found in the Social and Behavioral Science section.

*History*²

H2 900: FOUNDATIONS OF CIVILIZATION (3 credits): The development of world civilizations from the earliest peoples to modern global interdependence among peoples and nations. Emphasis is on the relationship between present and past and on the recurring themes that connect past, present, and future. Examines landmark documents and artifacts that shaped human events and cultures.

H2 901, 902: WESTERN CIVILIZATION I, II (3 credits each): History of the intellectual and cultural development of western society from the earliest times to the present. Examines landmark

documents and artifacts that reflect Western culture. (See also History of Western Civilization in the Social and Behavioral Science section; credit cannot be used to fulfill both Humanities and Social Science requirements.) *A score of 4 or 5 on the AP European History exam will be accepted as H2 902.* This does *NOT* mean, however, that the exam and score can also be used to substitute for a similar course required in a specific major.

H2 903N: NON-WESTERN CIVILIZATIONS (3 credits): History of the intellectual and cultural development of the non-Western societies of Asia, the Middle East, Latin America, or Africa. Examines the origins of contemporary non-Western cultures and their adaptations to and influence on Western culture. (See also History of Non-Western Civilization in the Social and Behavioral Science section; credit cannot be used to fulfill both Humanities and Social Science requirements.)

H2 904: AMERICAN HISTORY (3 credits): History of the major developments in the United States from the colonial period to the present. Considers the ways in which Americans have extended the Western tradition and America's distinctive cultural contributions. (See also U.S. History in the Social and Behavioral Science section; credit cannot be used to fulfill both Humanities and Social Science requirements.) *A score of 4 or 5 on the AP U.S. History exam will be accepted as H2 904.* This does *NOT* mean, however, that the exam and score can also be used to substitute for a similar course required in a specific major.

Literature

H3 900: INTRODUCTION TO LITERATURE (3 credits): Reading and analysis of texts from a variety of literary forms and periods. Approaches to determining literary meaning, form, and value.

H3 901: INTRODUCTION TO FICTION (3 credits): Reading and analysis of short stories and/or novels from a variety of periods. Approaches to determining literary meaning, form, and value.

H3 902: INTRODUCTION TO DRAMA (3 credits): Reading and analysis of plays of various types and from a variety of periods. Approaches to determining literary meaning, form, and value.

H3 903: INTRODUCTION TO POETRY (3 credits): Reading and analysis of poetry of various types and from a variety of periods. Approaches to determining literary meaning, form, and value.

H3 904: INTRODUCTION TO NON-FICTIONAL PROSE (3 credits): Reading and analysis of non-fictional prose in a variety of forms and from a variety of periods. Approaches to determining literary meaning, form, and value.

H3 905: INTRODUCTION TO SHAKESPEARE (3 credits): An introduction to Shakespeare's works by genre (comedy, history, tragedy, and non-dramatic poetry) or on some other basis.

H3 906, 907: WESTERN/WORLD LITERATURE IN TRANSLATION I, II (3 credits each): Reading and analysis of representative masterpieces from a variety of nationalities and epochs. Focuses primarily on Western literature, but may also include selections from other nationalities.

H3 908N: NON-WESTERN LITERATURE IN TRANSLATION (3 credits): Reading and analysis of representative masterpieces from a variety of nationalities and epochs.

H3 909: [NATIONAL] LITERATURE IN TRANSLATION (3 credits): Introduction to the literature of a specific nationality (e.g., French, German, Italian, Russian, etc.) for students not versed in the original language.

H3 910D: AMERICAN ETHNIC LITERATURE (3 credits): Examination of various types of literary works that reflect the experience and construction of racial and cultural minority identity.

H3 911D: LITERATURE AND GENDER (3 credits): Examination of various types of literary works that reflect the experience and construction of gender identity. May emphasize selected genres or the literary contributions of a gender-defined group (e.g., women writers).

H3 912, 913: SURVEY OF BRITISH LITERATURE I, II (3 credits each): Development of British literature from its beginnings to the present through analysis of representative texts.

H3 914, 915: SURVEY OF AMERICAN LITERATURE I, II (3 credits each): Development of literature of the United States from its beginnings

to the present through analysis of representative texts.

H3 916, 917: SURVEY OF [NATIONAL] LITERATURE I, II (3 credits each): Development of literature of an other-than-English-speaking nationality through analysis of representative texts. (Literature is read in the original language.)

Philosophy

H4 900: INTRODUCTION TO PHILOSOPHY (3 credits): A study of recurrent, persistent human principles and problems such as the validity of knowledge, the nature of truth, the nature of identity, free will and determination, moral and aesthetic values, and religious belief systems.

H4 901, 902: HISTORY OF PHILOSOPHY I, II (3 credits each): A study of the major philosophers and schools of thought, including the social, political, and religious contexts within which each developed, from the pre-Socratic through the 20th Century.

H4 903N: NON-WESTERN PHILOSOPHY (3 credits): An introduction to selected philosophical concepts and value systems of several non-Western cultures.

H4 904: ETHICS (3 credits): A study of the principal ethical theories and concepts of human conduct and character, as well as a critical evaluation of these theories and concepts as they apply to particular moral problems and decisions.

H4 905: PHILOSOPHY OF RELIGION (3 credits): A study of selected religious concepts and theories, such as the existence and nature of a deity, nature of good and evil, reason and faith, ethics, and afterlife. May include an examination of the nature of religious language and experience.

H4 906: INTRODUCTION TO LOGIC/CRITICAL THINKING (3 credits): A study of the rules of valid judging and reasoning, both inductive and deductive, in a traditional, language-centered context rather than a symbolic context. Logical analysis of both formal and informal fallacies and of the consistency and logical consequences of a given set of statements. Logical analysis is applied to concrete problems dealing with our knowledge of reality.

Religious Studies

H5 900: INTRODUCTION TO RELIGION (3 credits): Introduction to the concept of religion within society, treating the nature, origin, beliefs, practices, and role that religion plays.

H5 901: FOUNDATIONAL RELIGIOUS TEXTS (3 credits): The humanistic study of one or more of the foundational documents of the world's major religions, such as the Hebrew Bible, the New Testament, the Qur'an (Koran), or the Vedas.

H5 904N: COMPARATIVE RELIGIONS (3 credits): An introductory survey of selected teachings, practices, and institutions of major Eastern and Western religions. May include the role of history, appreciation for forms of expression, and criticism of their origins, rituals, forms of religious knowledge, and destiny.

H5 905: RELIGION IN AMERICAN SOCIETY (3 credits): A survey of the contribution of religion to American culture, including the differences between rural and urban society, the development of religious freedom, and the rise of a "secular religion." Examines the emergence of new forms of belief and practice and the variety of religious issues confronting American society today.

Interdisciplinary Humanities

H9 900: INTERDISCIPLINARY HUMANITIES (3 credits): Interdisciplinary study of humanities' themes, genres, and relationships from literary, historical, and philosophical perspectives. (Does not include a fine arts component.)

H9 901: MYTHOLOGY (3 credits): The nature of mythology through study of folklore and legendary narratives, themes, archetypal figures/situations, symbolism, and figurative language.

H9 903D: AMERICAN CULTURE/CIVILIZATION (3 credits): Survey of the major intellectual, literary, and cultural developments in the United States from the colonial period to the present. Mainstreams the contributions of America's diverse cultural constituency.

Fine Arts*Interdisciplinary Arts*

F9 900: INTRODUCTION TO THE VISUAL AND PERFORMING ARTS (3 credits): Interdisciplinary study of aesthetic expression in both the visual and performing arts, emphasizing their interrelationships and commonalities.

Performing Arts

F1 900: MUSIC APPRECIATION (3 credits): Introduction to representative music masterpieces through perceptive listening. Emphasis on the elements of music, various musical forms and periods, and great composers and performers.

F1 901, 902: MUSIC HISTORY AND LITERATURE I, II (3 credits each): The historical development of Western music, including various musical styles and periods and the contributions of key composers, conductors, and performers in shaping the Western musical tradition. Emphasizes concepts, structure, musical idioms, and aesthetics.

F1 903N: NON-WESTERN MUSIC (3 credits): A study of representative music of the non-Western world, with an emphasis on its function within the culture of which it is a part.

F1 904: INTRODUCTION TO AMERICAN MUSIC (3 credits): Historical survey of the development and major cultural contributions of American music and composers, including symphonic, jazz, and popular forms, within the context of the American culture of the time.

F1 905D: ETHNIC TRADITIONS IN AMERICAN MUSIC (3 credits): A survey of various ethnic musical traditions as threads of influence on contemporary American musical culture. Selected African, Asian, and European music is traced from its origins through its continuing role in shaping a pluralistic American culture.

F1 906: APPRECIATION OF DANCE AS AN ART FORM (3 credits): Study of dance forms from primitive times to the present. Compares ancient and modern dance forms and examines the contributions of individual dancers, dance companies, and choreographers to cultural heritage.

F1 907: THEATRE APPRECIATION (3 credits): An introductory survey of theatre/drama as a performing art form. Includes study and analysis of historical, social, aesthetic, and technical aspects of traditional and contemporary theatrical/dramatic expression.

F1 908: HISTORY OF THEATRE (3 credits): The historical development of theatre and drama from its earliest ritual beginnings to contemporary dramatic literature. Includes representative periods and styles, genres, key playwrights, aspects of technical production, social roles, and critical interpretation of major works.

F1 909D: ETHNIC TRADITIONS IN AMERICAN THEATRE (3 credits): Examination of various dramatic expressions that reflect the experience and construction of racial or cultural minority identity in the United States.

Visual Arts

F2 900: ART APPRECIATION (3 credits): A survey of the visual arts (painting, drawing, printmaking, sculpture, and architecture) as they transmit cultural traditions and humanistic and aesthetic values. Examines historical, social, and technological factors that contribute to understanding the function and meaning of works of art.

F2 901, 902: HISTORY OF WESTERN ART I, II (3 credits each): The historical development of the visual arts (painting, drawing, printmaking, sculpture, and architecture) in Western society, focusing on major artistic styles and movements. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts. *A score of 4 or 5 on the AP Art History exam will be accepted as F2 901 and 902.* This does *NOT* mean, however, that the exam and score can also be used to substitute for similar courses required in a specific major.

F2 903N: NON-WESTERN ART (3 credits): A survey of the visual arts (painting, drawing, printmaking, sculpture, and architecture) in selected non-Western societies. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts.

F2 904: HISTORY OF PHOTOGRAPHY (3 credits): The historical development of photography as an art form from 1839 to the present, including critical analysis of types of photographs and aesthetic movements in photography. Examines photographs for their aesthetic and humanistic values, emphasizing photographs as expressions of the ideas and beliefs of photographers within their cultural and social contexts.

F2 905: FILM HISTORY AND APPRECIATION (3 credits): A survey of film as an art form, emphasizing elements of visual story telling, aesthetics, differences among genres, and criticism. Examines such techniques as pictorial composition, movement, sound, lighting, and editing.

F2 906D: ETHNIC TRADITIONS IN AMERICAN ART (3 credits): Examination of selected visual art works (e.g., paintings, drawings, prints, and sculptures) that express the experience and construction of racial and cultural minority identity.

F2 907D: ART AND GENDER (3 credits): Examination of selected visual art works (e.g., paintings, drawings, prints, and sculptures) that express the experience and construction of gender identity. May emphasize a single art form.

Interdisciplinary Humanities and Fine Arts³

HF 900, 901: HUMANITIES SURVEY I, II (3 credits each): Thematic- or genre-based interdisciplinary study of selected works of art, music, literature, and philosophy.

HF 902, 903: WESTERN HUMANITIES I, II (3 credits each): Chronologically organized interdisciplinary survey of the significant intellectual, literary, philosophical, visual art, and music and other performing art expressions from the major epochs of Western culture.

HF 904N: NON-WESTERN HUMANITIES (3 credits): Interdisciplinary survey of the significant intellectual and artistic achievements of several non-Western cultures through selected works of literature, philosophy, visual art, and music and other performing arts, as well as a comparative examination of their values, motifs, and aesthetics with those of Western cultural expression.

HF 906D: AMERICAN ETHNIC CULTURAL EXPRESSION (3 credits): Interdisciplinary study of art, architecture, music, literature, history, and philosophy reflecting the cultural identity of American racial and ethnic minorities.

HF 907D: CULTURAL EXPRESSION OF GENDER (3 credits): Interdisciplinary study of art, architecture, music, literature, history, and philosophy reflecting the cultural identity of gender.

³Interdisciplinary humanities courses that encompass both the humanities and the fine arts may be used for either humanities or fine arts credit.

D=Courses designed specifically to examine aspects of human diversity within the United States.

N=Courses designed specifically to examine aspects of human diversity from a non-U.S./non-European perspective.

SOCIAL AND BEHAVIORAL SCIENCES

Through study in the social and behavioral sciences, students gain an appreciation of human continuity and change. Students learn to analyze the past, develop insight into contemporary social life, and understand the impact of individual and social actions on the future. Students are encouraged to develop a sense of responsibility toward humanity and the environment. Study in the social and behavioral sciences will help students to:

- gain insight into individual behavior,
- develop an understanding of their own society and the world as part of larger human experience in time and place,
- analyze social, political, cultural, historical, and economic institutions and relationships that both link and separate societies throughout the world,
- develop analytical, critical thinking, and communication skills necessary to understand and influence the world in which they live, and
- comprehend methods of inquiry employed by social and behavioral scientists.

Students are expected to complete satisfactorily a minimum of 3 courses (9 semester credits) selected from at least two disciplines, to fulfill the general education social and behavioral science requirement. The following courses have been designed to provide students a general education in the social and behavioral sciences.

Anthropology

Anthropology focuses on the concept and characteristics of human culture, including the relationship between language and thought, between individual and society, and between patterns of sexuality, marriage, and family organization in relation to the culture as a whole, as well as on the processes of variation and adaptation that create biological and cultural diversity in time and space. Upon satisfactory completion of one or more anthropology courses, students will:

- summarize the assumptions and history and distinguish the perspective of anthropology and its sub-fields: sociocultural anthropology, physical anthropology, archaeology, linguistic anthropology, and applied anthropology;
- demonstrate how anthropological information can help identify and solve social problems, using basic research methods including field work, documents, Human Resource Area Files, and archaeological techniques within the structure of the scientific method;
- develop a holistic, cross-cultural perspective in order to gain an appreciation of cultural similarities and differences and enhance intercultural sensitivity; and
- describe the on-going evolution of ethical standards guiding research and the treatment of artifacts and human remains.

S1 900N: INTRODUCTION TO ANTHROPOLOGY (3 credits): Introduction to the nature of humans and their development and relationship to the physical and social environment today and in the past. Surveys the major subfields of anthropology: cultural anthropology, physical anthropology, archaeology, and linguistics.

S1 901N: INTRODUCTION TO CULTURAL ANTHROPOLOGY (3 credits): Introduction to culture as an adaptive mechanism that provides for the survival of the human species. Encompasses social organization, technology, economics, religion, and language as used by various peoples, both past and present.

S1 902: INTRODUCTION TO PHYSICAL ANTHROPOLOGY (3 credits): Explores human origins, fossil records, human adaptation and variation, population genetics, and human-kind's place in world ecology.

S1 903: INTRODUCTION TO ARCHAEOLOGY (3 credits): Introduces concepts, principles, and methods used to reconstruct cultural history and prehistory. Explores sequences of cultural development that have been learned through archaeological analysis.

S1 904D: CROSS-CULTURAL RELATIONSHIPS (3 credits): Explores the application of

anthropological concepts, techniques, and information to understanding modern problems. Discusses the relevance of anthropology to development issues and to concerns within various career fields.

Economics

Economics is concerned with the allocation of scarce resources to achieve the maximum satisfaction of unlimited wants. Upon satisfactory completion of one or more economics courses, students will:

- demonstrate an understanding of the theories, tools, and methods of economic analysis,
- apply economic principles in the analysis of economic problems and policies,
- identify the major economic institutions and describe their operation and interrelationships,
- analyze those aspects of human behavior, both individual and social, through which the economic problem is addressed, and
- describe the different economic systems into which societies organize themselves to deal with the economic problem.

S3 900: PRINCIPLES OF ECONOMICS (3 credits): Introduction to national income theories, price theories, and behavior of the firm under varying economic conditions. Includes the economic roles of business, government, and households; economic fluctuations and growth; money and banking; and international economics. *A score of 4 or 5 on the AP Economics exam will be accepted as S3 900 or as S3 901 and 902.* This does *NOT* mean, however, that the exam and score can also be used to substitute for a similar course required in a specific major.

OR one or both of the following:

S3 901: PRINCIPLES OF MACROECONOMICS (3 credits): Introduction to national income theories, economic fluctuations and growth, money and banking, and international economics.

S3 902: PRINCIPLES OF MICROECONOMICS (3 credits): Introduction to price theories, the behavior of the firm under varying market conditions, and the behavior of the consumer.

History

The study of history exposes students to the complexities of human nature and the development of diverse human cultures, values, institutions, and major events. Upon satisfactory completion of one or more history courses, students will:

- distinguish between primary and secondary sources as the foundation of modern historical scholarship;
- interpret primary sources critically by analyzing their historical contexts;
- formulate historical interpretations, both orally and in writing, and defend them critically with reference to primary and secondary sources; and
- incorporate into historical interpretations, both orally and in writing, an understanding of historical causation reflecting a) knowledge of important figures and events and their chronological relationship to each other and b) an awareness of the contingent relationships among social, political, religious, intellectual, and economic variables.

S2 900, 901: UNITED STATES HISTORY I, II (3 credits each): Political, social, and economic history of the United States, including the origins and development of its peoples and cultures to the present. *A score of 4 or 5 on the AP U.S. History exam will be accepted as S2 900 and 901.* This does *NOT* mean, however, that the exam and score can also be used to substitute for similar courses required in a specific major.

S2 902, 903: HISTORY OF WESTERN CIVILIZATION I, II (3 credits each): Political, social, and economic history of the Western world, including the origins and development of peoples and cultures to the present. *A score of 4 or 5 on the AP European History exam will be accepted as S2 903.* This does *NOT* mean, however, that the exam and score can also be used to substitute for a similar course required in a specific major.

S2 904N, 905N: HISTORY OF THE NON-WESTERN WORLD I, II (3 credits each): Political, social, and economic history of the non-Western world (Asia, the Middle East, Africa, and Latin America), including the origins and development of peoples and cultures to the present.

S2 906N, 907N: HISTORY OF AFRICA I, II (3 credits each): Political, social, and economic history of Africa, including the origins and

development of its peoples and cultures to the present.

S2 908N, 909N: HISTORY OF ASIA AND THE PACIFIC I, II (3 credits each): Political, social, and economic history of Asia and the Pacific region, including the origins and development of its peoples and cultures to the present.

S2 910N, 911N: HISTORY OF LATIN AMERICA I, II (3 credits each): Political, social, and economic history of principal Latin American nations, including origins and development of peoples and cultures to the present.

S2 912N, 913N: WORLD HISTORY I, II (3 credits each): Political, social, and economic history of the world, including the origins and development of peoples and cultures to the present.

S2 914N, 915N: HISTORY OF CHINA I, II (3 credits each): Political, social, and economic history of China, including the origins and development of its peoples and cultures.

S2 916N, 917N: HISTORY OF SOUTH ASIA I, II (3 credits each): Political, social, and economic history of South Asia, including the origins and development of its peoples and cultures to the present.

S2 918N, 919N: HISTORY OF THE MIDDLE EAST I, II (3 credits each): Political, social, economic, and cultural history of the societies of the Middle East from ancient times to the present.

Human Geography

Human geography focuses on the uneven distribution of people and of human activity on the surface of the earth and on the causes and consequences of these uneven spatial patterns and cultural landscapes. Upon satisfactory completion of one or more human geography courses, students will:

- gain insight into their own behavior by recognizing that the individual choices they make are part of a wider pattern of locational and environmental choices that ultimately form the geographic patterns of the world of the future;
- demonstrate understanding of their own society and of the world at large by examining differences and similarities in human activity from place to place;

- explain the tools and techniques that geographers use to examine social, cultural, and economic relationships;
- develop analytical and critical thinking skills and use them to explore and criticize suggested explanations of the uneven distribution of human activity; and
- define key concepts in geography, summarize the ways in which important geographers have explained spatial patterns, and explain their own thinking about the relationships between people and the world in which they live.

S4 900N: INTRODUCTION TO HUMAN GEOGRAPHY (3 credits): A systematic or regional introduction to the basic concepts of human geography, including the causes and consequences of the uneven distribution of human activity.

S4 901: GEOGRAPHY OF THE DEVELOPED (OR WESTERN) WORLD (3 credits): Examines the geographical problems and prospects associated with urban and industrial development in Europe, North America, and other economically advanced areas of the world.

S4 902N: GEOGRAPHY OF THE DEVELOPING (OR NON-WESTERN) WORLD (3 credits): Examines the ways in which location, climate, resources, and cultural factors promote and inhibit change in the developing areas of Asia, Africa, and Latin America.

S4 903N: INTRODUCTION TO ECONOMIC GEOGRAPHY (3 credits): Introduction to the study of the reasons for the uneven distribution of activities relating to the production, exchange, and consumption of goods and services and the geographic patterns created by these activities.

S4 904: GEOGRAPHY OF INTERNATIONAL CONFLICTS (3 credits): Introduction to geographical perspectives on cultural conflicts, competition among nations for resources, and territorial disputes, with a focus on contemporary world patterns.

Political Science

Political science deals with the theory and practice of politics and describes and analyzes political systems and political behavior. On satis-

factory completion of one or more political science courses, students will:

- explain the relationships between political life and the cultural ideas of American democracy;
- describe formal government institutions and legal structures and political behavior and processes;
- describe the political systems of other countries, identify international organizations, and explain the relationships between nations;
- analyze and evaluate political phenomena;
- demonstrate an understanding of and skill in the process of social scientific inquiry;
- make explicit and analyze value judgments about political decisions and policies;
- explain the social-psychological sources and historical-cultural origins of their own political attitudes and values, and analyze critically the personal and social implications of alternative values; and
- demonstrate an understanding of the capacities and skills needed to participate effectively and democratically in society.

S5 900, 901: AMERICAN/U.S. NATIONAL GOVERNMENT I, II (3 credits each): Examines the organization and function of the American national government, including the U.S. Constitution, the federal system, and executive, legislative, and judicial powers, structures, and processes. *A score of 4 or 5 on the AP U.S. Government and Politics exam will be accepted as S5 900.* This does *NOT* mean, however, that the exam and score can also be used to substitute for a similar course required in a specific major.

S5 902: AMERICAN/U.S. STATE AND LOCAL GOVERNMENT (3 credits): Examines state and local political jurisdictions and systems, including their powers, organization, functions, development, and contemporary problems.

S5 903: PRINCIPLES OF POLITICAL SCIENCE (3 credits): Introduction to the principles and methods of political science, focusing on the nature and development of political science as a discipline, the political process, political institutions, and the interrelationships among elements in the political system.

S5 904N: INTERNATIONAL RELATIONS (3 credits): Introduction to international relations, emphasizing contemporary international problems

and relations. Includes analysis of international behavior, international law, foreign policy, causes of conflicts, and potential solutions.

S5 905: COMPARATIVE GOVERNMENT (3 credits): Comparative examination of the political systems of selected countries, including common governmental problems, causes of political instability and revolution, and techniques of political analysis. *A score of 4 or 5 on the AP Comparative Government exam will be accepted as S5 905.* This does *NOT* mean, however, that the exam and score can also be used to substitute for a similar course required in a specific major.

S5 906N: NON-WESTERN COMPARATIVE GOVERNMENT (3 credits): Comparative examination of the political systems of selected non-Western countries, including common governmental problems, causes of political instability and revolution, and techniques of political analysis.

Psychology

Psychology is the scientific study of human and animal behavior, as well as those biological and mental processes that underlie behavior. Upon satisfactory completion of one or more psychology courses, students will:

- explain the nature of psychology as a contemporary science, discuss psychological issues intelligently and methodically, and describe both the contributions and limitations of psychological science and the promise of the future of the field and its attendant problems;
- explain the role played by the scientific method in the acquisition of knowledge about the basic principles of human and animal behavior;
- identify the principles that govern human and animal behavior and apply these principles to their own lives to enhance interactions between individuals and among societal groups;
- apply a knowledge of the historical background, basic theories, facts, and research questions in such major topic areas as research methods, biological psychology, cognitive psychology, learning theory and memory, perceptual processes, developmental psychology, personality, abnormal/clinical psychology, and social psychology;

- summarize research-based knowledge concerning the application of psychological principles to everyday life, including the study of the behavior of individuals and groups, the parameters of behavioral deviance and its various therapies, the study of individual differences, and explain the role of psychology in such areas as industry, complex organizations, law, and education; and
- explain and appropriately apply the code of ethics in psychology in diverse situations.

S6 900, 901: GENERAL PSYCHOLOGY I, II (3 credits each): A survey of the study of human and animal behavior with emphasis on the scientific nature of contemporary psychological investigation. Topics may include the biology of behavior, sensation and perception, learning, memory, cognition, motivation, emotion, life-span development of behavior, personality, abnormal behavior and its therapies, social behavior, and individual differences. *A score of 4 or 5 on the AP Psychology exam will be accepted as S6 900.* This does *NOT* mean, however, that the exam and score can also be used to substitute for a similar course required in a specific major.

S8 900: SOCIAL PSYCHOLOGY (3 credits): A systematic introduction to theory and research on the ways social factors influence individual and group behavior. Examines attitudes, social perception, the establishment of norms, conformity, leadership, group dynamics, and research methods, emphasizing their effects on the individual. (See also sociology; credit only granted once and *in one discipline.*)

S6 902: LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY (3 credits): A study of the neurobiological, physical, cognitive, social, and emotional development of humans from conception through childhood, adolescence, adulthood, and old age. Emphasizes normal developmental stages and patterns of adjustment to differing life-time demands. The theories and principles of human development are examined in light of contemporary research.

OR one of the following:

S6 903: CHILD PSYCHOLOGY (3 credits): Introduction to theory and research on the biological, physical, social, and cognitive development of the human child from conception to adolescence. Topics may include genetic

factors, prenatal development, sensory and perceptual changes, motor system development, language acquisition, social learning, cultural influences, and aspects of abnormal development.

S6 904: CHILDHOOD AND ADOLESCENT PSYCHOLOGY (3 credits): Introduction to the development of children and adolescents, with emphasis on physical and physiological changes and social and cognitive development. Topics may include the role of play; sociocultural influences; stresses associated with adolescence; changing relationships with family, friends, and the opposite sex; identity development; sexuality; drug use; suicide; and delinquency.

S6 905: ADULTHOOD AND AGING (3 credits): Introduction to the changes that occur from early adulthood through old age. Topics may include career choice and development, mate selection and marriage, conventional and non-conventional families, theories of adult personality development, mid- and late-life transitions, aging, and dying, death, and bereavement.

Sociology

Sociology is the study of human society and human behavior in social settings. On satisfactory completion of one or more sociology courses, students will:

- compare and contrast basic sociological theories, including functionalism, conflict theory, and symbolic interactionism, as well as the methodology of sociological analysis;
- describe the factors governing social life, including culture and subculture, socialization, social structure and organization, social institutions, and social control;
- identify the factors in social change, including the historical development of society, deviance, collective behavior, and social movements; and
- apply a global and cross-cultural perspective in understanding the sources of similarities and differences in the human experience.

S7 900: INTRODUCTION TO SOCIOLOGY (3 credits): A study of society, including the rules, interactions, and cultural patterns that organize everyday life. Analysis of social conflict, the structure and function of institutions, the dynamic

mics of individual and group interactions, social stratification, and interactions among diverse groups of people.

S7 901: SOCIAL PROBLEMS (3 credits): Analysis of contemporary social problems and investigation of theories on social organization and conflict. Explores the genesis, significance, and amelioration of social problems.

S7 902: MARRIAGE AND FAMILY (3 credits): Survey of the contemporary family in historical and crosscultural perspectives. Includes trends in mate selection, marriage, child-rearing, employment, gender roles, and communication within the family.

S8 900: SOCIAL PSYCHOLOGY (3 credits): Exploration of the connections between group experience and individual behavior, including the development of "self," conformity and deviance, attitudes, attraction, intergroup interaction, and collective behavior. (See also psychology; credit only granted once and in one discipline.)

S7 903D: RACIAL AND ETHNIC RELATIONS (3 credits): Analysis of racial, religious, ethnic, and other groups, examining persistence of group identity, inter-group relations, social movements, government policy, and related social problems.

S7 904D: THE SOCIOLOGY OF SEX AND GENDER (3 credits): Introduction to sociological perspectives on gender as a factor in social stratification, gender role acquisition, and individual and social consequences of changing social definitions of gender roles.

Interdisciplinary Social/Behavioral Science

S9 900: Interdisciplinary courses that combine two or more of the social and behavioral science disciplines and that meet the criteria specified in the introduction will be acceptable.

D=Courses designed specifically to examine aspects of human diversity within the United States.

N=Courses designed specifically to examine aspects of human diversity from a non-Western perspective.

APPENDIX A

ILLINOIS TEACHER CERTIFICATION REQUIREMENT IN NON-WESTERN OR THIRD-WORLD CULTURES

To obtain a certificate to teach in Illinois public elementary and secondary schools, students must complete, as part of their general education program, at least one three semester credit course in "non-Western or Third-World cultures" in either the Humanities/Fine Arts or the Social/Behavioral Sciences. The State Teacher Certification Board has defined "non-Western and Third-World cultures" as: "The study of social, political and cultural development in Third World cultures. Coursework includes the study of the people and cultures of Asia, Africa, and Central and South America." This requirement includes coursework comprising the study of American descendants of persons from these listed regions and Native Americans, their various cultural heritages and their influence on the development of the United States.

Completion of any of the following courses in the General Education Core Curriculum will fulfill this requirement. *Individual colleges and universities may also offer other acceptable courses.*

Humanities and Fine Arts Courses

History: H2 903N: NON-WESTERN CIVILIZATIONS (3 credits)

Literature

H3 908N: NON-WESTERN LITERATURE IN TRANSLATION (3 credits)

H3 910D: AMERICAN ETHNIC LITERATURE (3 credits)

Philosophy: H4 903N: NON-WESTERN PHILOSOPHY (3 credits)

Religious Studies: H5 904N: COMPARATIVE RELIGIONS (3 credits) [If majority non-Western]

Performing Arts

F1 903N: NON-WESTERN MUSIC (3 credits)

F1 905D: ETHNIC TRADITIONS IN AMERICAN MUSIC (3 credits)

F1 906D: ETHNIC TRADITIONS IN AMERICAN THEATRE (3 credits)

Visual Arts

F2 903N: NON-WESTERN ART (3 credits)

F2 906D: ETHNIC TRADITIONS IN AMERICAN ART (3 credits)

Interdisciplinary Humanities/Fine Arts: HF 904N: NON-WESTERN HUMANITIES (3 credits)

Social and Behavioral Sciences

History

S2 904N, 905N: HISTORY OF THE NON-WESTERN WORLD I, II (3 credits each)

S2 906N, 907N: HISTORY OF AFRICA I, II (3 credits each)

S2 908N, 909N: HISTORY OF ASIA AND THE PACIFIC I, II (3 credits each)

S2 910N, 911N: HISTORY OF LATIN AMERICA I, II (3 credits each)

S2 914N, 915N: HISTORY OF CHINA 1, II (3 credits each)

S2 916N, 917N: HISTORY OF SOUTH ASIA I, II (3 credits each)

S2 918N, 919N: HISTORY OF THE MIDDLE EAST I, II (3 credits each)

Human Geography: S4 902N: GEOGRAPHY OF THE DEVELOPING (OR NON-WESTERN) WORLD (3 credits)

Political Science: S5 906N: NON-WESTERN COMPARATIVE GOVERNMENT (3 credits)

APPENDIX B**GENERAL EDUCATION CORE CURRICULUM REQUIREMENTS
EXPRESSED IN QUARTER CREDIT HOURS**

Communication:	3 to 4 courses (12-14 quarter credits), <i>including a two-(or three-)course sequence in writing (8-9 quarter credits) and one course (4-5 quarter credits) in oral communication</i>
Mathematics:	1 to 2 courses (5-10 quarter credits)
Physical and Life Sciences:	2 to 3 courses (10-12 quarter credits), <i>with one course selected from the life sciences and one course from the physical sciences and including at least one laboratory course</i>
Humanities and Fine Arts:	3 courses ¹ (12-15 quarter credits), <i>with at least one course selected from humanities and at least one course from the fine arts</i>
Social and Behavioral Sciences:	3 courses ¹ (12-15 quarter credits), <i>with courses selected from at least two disciplines</i>
TOTAL:	13 to 14 courses ² (56 to 61 semester credits)

¹In order to fulfill the required total number of credits, it may be necessary to complete an extra course in either of these two categories.

²In converting from quarter to semester credits, a fractional credit hour may be waived for completion of a requirement providing the total minimum number of quarter credit hours are met.

APPENDIX C

**PANEL MEMBERS
1997-98**

Communications

Public Universities

Dale Hample, Western Illinois University
Gail Hawisher, University of Illinois
at Urbana-Champaign
Mary Hinchcliff Pelias, Southern Illinois
University at Carbondale
Steve Jones, University of Illinois at Chicago
Robert Self, Northern Illinois University
David Valley, Southern Illinois University
at Edwardsville

Community Colleges

Donald Barshis, Wilbur Wright College,
CO-CHAIR
Ric Edwards, Kankakee Community College
Judith Rosenberg, College of Lake County
Jan Sprague-Williams, Waubensee Community
College
Cory Tomasson, Illinois Valley Community
College

Private Institutions

Kenneth Nordin, Benedictine University
CO-CHAIR
Marcia Marzec, University of St. Francis

Transfer Coordinators

Trudy Bers, Oakton Community College
Jim Russell, Northern Illinois University

Staff

Jane Adair, Board of Higher Education

Mathematics

Public Universities

Robert Hathway, Illinois State University
Cheryl Hawker, Eastern Illinois University
Worthen Hunsaker, Southern Illinois University
at Carbondale
Sheila McNicholas, University of Illinois
at Chicago
Linda Sons, Northern Illinois University,
CO-CHAIR
Elliot Weinberg, University of Illinois
at Urbana-Champaign

Community Colleges

James Africh, College of DuPage
David Clydesdale, Sauk Valley Community
College
Thomas Gillespie, Harold Washington College
James Hajek, Lincoln Land Community College,
CO-CHAIR
James Harris, John A. Logan College
Shirley Lathrop, Harry S Truman College
Dominic Magno, William Rainey Harper College

Private Institutions

Ward Canfield, National-Louis University
Dale Hathaway, Olivet Nazarene University

Transfer Coordinators

Carolyn Bartlett, Illinois State University
Brad Musgrave, Lincoln Trail College

Staff

Barbara Risse, Illinois Community College Board

Humanities and Fine Arts

Public Universities

Julian Bueno, Southern Illinois University
at Edwardsville
Thomas Joswick, Western Illinois University
Ann-Janine Morey, Southern Illinois University
at Carbondale
Lawrence Poston, University of Illinois at Chicago
Lucille Rich, University of Illinois at Urbana
Robert Stefl, Illinois State University, CO-CHAIR

Community Colleges

Patrick Casali, Oakton Community College
Nancy Conradt, College of DuPage
Carroll Gibbons, Lake Land College, CO-CHAIR
Jeremy Mach, Morton College
Yvonne Newlin, Lincoln Trail College
John Norton, Moraine Valley Community College
Michael Swisher, Harry S Truman College

Private Institutions

Joe Dunham, Aurora University
Charles Groeling, Roosevelt University
E.J. Miley, Lincoln College

Transfer Coordinators

Dennis Frueh, University of Illinois at Springfield
Micheline Reinke, Prairie State College

Staff

Ann Bragg, Board of Higher Education

Social and Behavioral Sciences

Public Universities

Stephen Douglas, University of Illinois
at Urbana-Champaign
Margaret Dust, Chicago State University
James Norr, University of Illinois at Chicago
Mary Pritchard, Northern Illinois University
Diane Taub, Southern Illinois University
at Carbondale
William Walters, Jr., Illinois State University,
CO-CHAIR

Community Colleges

Janet Cornelius, Danville Area Community
College, CO-CHAIR
Kenneth Ender, Richland Community College
John Frye, Triton College
David Filak, Joliet Junior College
Patricia Owens, Wabash Valley College
Dean Peterson, College of DuPage
Daniel Reber, Harold Washington College
Norman Rodriguez, John Wood Community
College

Private Institutions

Irwin Halfond, McKendree College

Transfer Coordinators

Kay Kleckler, Highland Community College
Denis Wright, Joliet Junior College

Staff

Barbara Risse, Illinois Community College Board

Physical and Life Sciences

Public Universities

Wade Freeman, University of Illinois at Chicago
Gary Kling, University of Illinois
at Urbana-Champaign
Kipp Kruse, Eastern Illinois University
Gerald Pogatshnik, Southern Illinois University
at Edwardsville
Frank Sanders, Southern Illinois University
at Carbondale
Paul Stoddard, Northern Illinois University
Gary Trammell, University of Illinois
at Springfield, CO-CHAIR

Community Colleges

Earl Creutzburg, Parkland College
Jerry Culbertson, John Wood Community College
Linda Dawkins, Belleville Area College
Bruce Hoffman, Lewis & Clark Community
College, CO-CHAIR
William Hussong, College of DuPage
James O'Leary, South Suburban College

Private Institutions

Robert Farrell, Lewis University
Sr. M. Beata Knoedler, Springfield College
in Illinois

Transfer Coordinators

Kathleen Berghoff Ferrero, University of Illinois
at Urbana-Champaign

Staff

Barbara Risse, Illinois Community College Board

Steering Panel

Field Panel Co-Chairs

Donald Barshis, Wilbur Wright College
Janet Cornelius, Danville Area Community
College
Carroll Gibbons, Lake Land College
James Hajek, Lincoln Land Community College
Bruce Hoffman, Lewis and Clark Community
College
Kenneth Nordin, Benedictine University
Linda Sons, Northern Illinois University
Robert Stefl, Illinois State University
Gary Trammell, University of Illinois
at Springfield
William Walters, Illinois State University

Public University Representatives

Jeffrey Chown, Northern Illinois University
Charles Evans, Eastern Illinois University
John Nicolette, University of Illinois at Chicago
Gerald Pogatshnik, Southern Illinois University
at Edwardsville

Community College Representatives

Charles Beetz, Parkland College
Casimir Kotowski, Harry S Truman College
Barbara Nelson, Triton College, CO-CHAIR
Margot Vance, Illinois Central College
Girard Weber, Heartland Community College

Private Institution Representatives

Jerome Hahn, Bradley University
Mary Daly Lewis, Roosevelt University
Charles Suchar, DePaul University

Transfer Coordinators

Dale Ewen, Parkland College
Tom McGinnis, Southern Illinois University
at Carbondale, CO-CHAIR
Sheryl Paul, University of St. Francis

Staff

Ann Bragg, Board of Higher Education
Barbara Risse, Illinois Community College Board