

University Requirements for all Bachelor's Degrees

University Requirements, except advanced courses, should be completed by the end of the sophomore year.

University Requirements*

<i>Some courses may not be taken for university requirements credit (see course description)</i>	Required Credit
The Core CORE 110 - Cornerstone CORE 210 - Human Person and Identity BCOR 310*	3 3 (3)**
Bible BIBL 101 - Jesus: His Life and Teachings BIBL 102 - Early Christians: Life, Literature and Community BIBL 211 - Message of the Old Testament Adv. course (300-499): BIBD, BIBH, BIBL, BIBM, BMIS BCOR 310	15
English ENGL 111 - Composition and Rhetoric (<i>or</i> ENGL 106/006 <i>and</i> 107/007) ENGL 112 - Composition and Literature Sophomore (200-299) Literature (includes literature in foreign language)	9
Communication COMS 211- Speech and Rhetoric	3
Science Students will take two science courses from the departments of Agricultural and Environmental Sciences, Biology, Chemistry or Physics, or NUTR 120 Nutrition and Wellness from Exercise Science. Students may take two unconnected courses in different disciplines or one two-semester sequence of courses within a single discipline. Courses typically used to satisfy this requirement are listed below. Select two courses in different department areas from the following list: <i>Agriculture/Environmental Sciences</i> AENV 130 - Environmental and Technological Science ANSC 111 - General Animal Science ANSC 235 - Companion Animal Management ENVR 112 - Plant Science <i>Biology</i> BIOL 101 - Biology: Human Perspective <i>Chemistry</i> CHEM 101 - Consumer Chemistry <i>Geology</i> GEOL 111 - Introduction to Geology <i>Nutrition</i> NUTR 120 - Nutrition and Wellness <i>Physics</i> PHYS 101- Astronomy PHYS 102 - Physical Science PHYS/PHIL 378 - History and Philosophy of Science PHYS/PHIL 379 - Philosophy, Religion, and	6

Science Or select courses from a two semester sequence below: BIOL 112/113 - General Biology I & II BIOL 291/292 - Anatomy & Physiology I & II CHEM 113/114 - Introductory Chemistry/ Introductory Organic and Biological Chemistry CHEM 133/134 - General Chemistry I & II PHYS 110/112 - General Physics I & II PHYS 120/122 - Engineering Physics I & II	
Mathematics MATW 120/020, MATH 120 or higher	3
Social Science 3 hours from the following list: <i>History</i> HIST 117 - Civilization I HIST 118 - Civilization II HIST 221 - American History I HIST 222 - American History II 3 additional hours the list below: <i>Art</i> ART 101 - Introduction to Art ART 221 - Art History: General Survey I ART 222 - Art History: General Survey II <i>Economics</i> AGRB 261 - Principles of Agriculture and Applied Economics ECON 260 - Macroeconomics ECON 261 - Microeconomics <i>Humanities</i> HUM 212 - Oxford Through the Ages HUM 217 - Latin America and the Arts <i>Music</i> MUSM 230 - Survey of Music in Western Culture MUSM 231 - Survey of Jazz MUSM 232 - Survey of Popular Music MUSM 233 - Survey of World Music <i>Political Science</i> POLS 221 - Government and Business POLS 225 - National Government <i>Psychology</i> PSYC 120 - Introduction to Psychology EDUC 221 - Educational Psychology <i>Sociology</i> SOCI 111 - Introduction to Sociology <i>Theatre</i> THEA 220 - Introduction to Theatre THEA 250 - Film Appreciation	6
Exercise Science PEAC 100 - Lifetime Wellness PEAC activity - 2 different activities	3
Foreign Language/Cultural Competency	3
General Education Elective Choose 2 hours of courses from any menu listed above.	2
Total University Requirements Hours	56

*Some majors specify courses for certain university requirements. (See major degree plan for specifications).

**BCOR 310 is a combined class for CORE and Bible; the hours for the class are counting in the total for the Bible requirement.

Note: For the University Requirements for the associate degree plan, please refer to the pre-architecture degree plan on page 45.

Background and Context

In the Fall 2011 semester, the UGEC and UUAC approved a plan to consolidate two pairs of CORE classes:

- CORE 120 (Human Person and Identity) and CORE 220 (Community) into a single 3-hour course
- CORE 320 (Transcendence [or Discovery/Creation of Meaning]) and BIBL 440 (Vocation and Mission) into a single 3-hour course

The result produced a net savings of 5 hours, because the BIBL 440 class was only two credits. Before putting the referendum to a full faculty vote, which would have been needed to approve the changes, the Faculty Senate passed a resolution that asked for a plan to articulate what would be done with the 5 “saved” hours.

This proposal is shaped by the input of two university-wide conversations (January 17 and 23), follow up with CORE Course Coordinators, and conversations with academic administrators. In these conversations, there was consistent support for the inclusion of the Foreign Language requirement as soon as possible, but that this should be done inside the 56 hours allotted to general education. There was also a recognition that the hours saved by consolidating courses would help move the university toward full implementation of the Foreign Language and Cultural Competency objectives that have so far been deferred. There was also consistent support for the inclusion of History courses back into the General Education menu.

Proposal

- Approve the CORE 120/220 and CORE 320/BIBL 440 consolidation proposals, thus saving 5 hours.
- 3 credits from a newly created Foreign Language/Cultural Competency menu of courses See below for preliminary definition of cultural competency.
- 2 credits from a newly created General Education Elective menu
Could be any class from any menu of General Education
- Designate 3 hours of the 6 Social Science/Fine Arts/Humanities menu as “History” (100-299) [note this does not account for nor affect the 5 “saved” hours].

Advantages

1. Designates History as a specific, required course from Social Science/Humanities/Fine Arts Menu
2. Helps move the implementation of the cultural competency requirement forward
3. Gives us time to work with recruiting and hiring of foreign language professors
4. Social Science menu loses some territory but not as much since some of the social science courses in the current category and some new courses can move to cultural competency category
5. Transfer-friendly with more options for history and other categories
6. Addresses a gap in the intercultural learning outcome and where in the curriculum we teach it
7. Fits the philosophy of the core proposal voted on in 2007.

Regarding Cultural Competency and General Education Elective Menus

- Allows us to codify what is meant by that objective, which is listed as one of our objectives for general education, and therefore expected to be measured by SACS.
- As the category is created and populated this semester, it will include foreign language and other approved courses that would fit within the objectives of cultural competency.
- Provides considerable flexibility for finding ways to “double dip,” that is, satisfying a general education requirement with a course already designated in degree plans.

Definitions of intercultural competency based on Core Curriculum Proposal 2007,

Appendix 3:

Toward a working definition of cultural competence:

- *Culture* is the integrated and stable patterns of individual and group behaviors, beliefs, language, social structures, and creative expression which are (1) learned and shared by virtually all members of a large groups of people with shared history and shared physical or social environment and (2) which may distinguish the group and its members from other groups.
- *Competence* refers to the capacity to function in a particular way: the capacity to function within the context of culturally integrated patterns of human behavior defined by a group.
- Being culturally competent means having the capacity to function effectively in other cultural contexts within or outside U.S.

(Adapted from: http://www.air.org/cecp/cultural/Q_integrated.htm#def)