

Liberal Arts Core Advising Guide 2014—2015

For a downloadable, printable electronic copy of the entire handbook and/or individual advising sheets, please go to <http://www.uni.edu/lac/liberal-arts-core-advising-guide>

ADVISING NOTES

Students should complete this category in their first year.

Students who have not completed the **UNI Admission English requirement** (four years of high school English, including one year of high school composition) are **required** to take **ENGLISH 1002 College Writing Basics** prior to taking LAC 1A courses.

Students who have ACT English scores of 17 or less are **advised** to take **ENGLISH 1002 College Writing Basics** first. **ENGLISH 1002 College Writing Basics** does not meet the LAC 1A requirement, and it does not count toward minimum hours required for baccalaureate degree, but it does enhance the chance of success in LAC 1A courses.

Some programs require a minimum grade in a LAC 1A course to satisfy requirements.

First-year students who have not satisfied either 1A or 1B may opt to take **UNIV 1000 & UNIV 1010 First-Year Cornerstone** (both semesters required).

Additional instructions regarding **UNIV 1000 & UNIV 1010 First-Year Cornerstone** substitutions are located on the following page.

Qualified students (combined ACT English and Reading scores of 54 or above) may satisfy Category 1A by completing a writing enhanced course in Category 3B, fulfilling two LAC requirements with one 3-hour course.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

REQUIREMENT: 3 CREDIT HOURS

ENGLISH 1005	College Writing & Research	3 Hours
ENGLISH 2015	Craft of Academic Writing	3 Hours
ENGLISH 2120	Critical Writing about Literature	3 Hours
UNIV 1000 & UNIV 1010	First-Year Cornerstone: Integrated Communication I & II	6 Hours (satisfies both 1A and 1B)

IT TAKES MORE THAN A MAJOR

The **ability to write well** figures among the TOP 5 abilities employers are looking for in new college graduates.

Ninety-three percent of employers say that a demonstrated capacity to **think critically, communicate clearly, and solve complex problems** is **more important** than a candidate's undergraduate major.

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

COURSE DESCRIPTIONS

ENGLISH 1005 College Writing and Research—3 hrs.

Emphasis on critical reading and the writing of a variety of texts with attention to audience, purpose and rhetorical strategies. Attention to integrating research materials with students' critical and personal insights.

- Recommended for students who have ACT English and Reading scores of 18-26.
- No credit if prior credit in ENGLISH 2015 Craft of Academic Writing or ENGLISH 2120 Critical Writing About Literature.

ENGLISH 2015 Craft of Academic Writing—3 hrs. Strategies of scholarly research and writing: devising research problems, finding and evaluating credible sources, writing and revising convincing academic arguments.

- Prerequisite: combined ACT English and Reading Scores of 54 or above or ENGLISH 1005 College Writing and Research, or consent of department.

ENGLISH 2120 Critical Writing about Literature—3 hrs.

Study of techniques of various literary forms including poetry, drama and fiction. Attention to processes and purposes of critical and scholarly writing and to documentation.

- Prerequisite: Combined ACT English and Reading Scores of 54 or above, or ENGLISH 1005 College Writing and Research.
- Introductory course for English department majors and minors.

UNIV 1000 & UNIV 1010 First-Year Cornerstone: Integrated Communication I & II—6 hrs. This two-semester course is an integrated communication class emphasizing written, oral, visual and electronic communication as central processes of life-long inquiry. Students will develop other abilities that are vital for their transition to and success at UNI.

AS A RESULT OF THIS CATEGORY STUDENTS WILL ...

Use the processes of writing to explore their reading material and use the processes of critical reading to strengthen their writing.

Create written texts that are focused, clear, complete, and effective for various audiences and purposes.

Use various research materials with an understanding of their specific contents and contexts, and with appropriate documentation, to investigate issues and solve problems.

Develop individual and collaborative strategies for successfully completing reading and writing assignments.

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First-Year Cornerstone Advising FAQs and Notes

What happens if a student doesn't pass the FALL semester of UNIV 1000 First-Year Cornerstone? What if the student passes with a letter grade that is lower than required for admission to his/her major? (Example: a C- or better in a LAC Category 1A/1B requirements is required for admission to the College of Business Administration and to the Professional Education Program in any teaching major).

As soon as the student receives his/her fall unsatisfactory Cornerstone grade, s/he should drop UNIV 1010 First-Year Cornerstone before the spring semester begins and work with his/her advisor on substituting either COMM 1000 Oral Communication or ENGLISH 1005 College Writing and Research. The student will need to take both LAC Category 1A and 1B to satisfy the LAC requirements.

If a student desires to replace the "F" (or less than satisfactory grade) in Cornerstone, s/he may submit a student request (<http://access.uni.edu/forms/provost/studrqst.pdf>) explaining why s/he was unable to successfully complete that semester of Cornerstone to the Provost's Office to have one of the LAC Category 1A or 1B courses substitute for the fall semester grade in Cornerstone. Further questions can be directed to Dr. Deidre Heistad at d.heistad@uni.edu.

What happens if a student passes the FALL semester of UNIV 1000 First-Year Cornerstone, but doesn't pass the SPRING semester of UNIV 1010 First-Year Cornerstone? What if the student passes with a letter grade that is lower than his/her required for admission to his/her major? (Example: a C- or better in LAC Category 1A/1B is required for admission to the College of Business Administration and to the Professional Education Program in any teaching major).

Students must pass both semesters of Cornerstone to satisfy both LAC Categories 1A and 1B. If a student fails or earns a grade lower than what is required for the major, s/he will need to take either Category 1A or 1B to replace the spring semester grade. In this case, a student should submit a student request (<http://access.uni.edu/forms/provost/studrqst.pdf>) explaining why s/he was unable to successfully complete that semester of Cornerstone to the Provost's Office to have one of the LAC Category 1A or 1B courses substitute for the spring semester grade in Cornerstone. Further questions can be directed to Dr. Deidre Heistad at d.heistad@uni.edu.

What happens if a student wishes to replace one of the grades in a semester of UNIV 1000 & UNIV 1010 First-Year Cornerstone (even if it was better than a C-)?

The student must retake either LAC Category 1A or 1B to replace that semester's grade. Then the student must submit a student request (<http://access.uni.edu/forms/provost/studrqst.pdf>) to the Provost's Office in which s/he proposes that the Category 1A or 1B course substitute for that semester of Cornerstone. Further questions can be directed to Dr. Deidre Heistad at d.heistad@uni.edu.

What happens if a student wants to drop UNIV 1000 & UNIV 1010 First-Year Cornerstone with a "W" by the deadline in either fall or spring? Find the deadline date under "Dates to Observe" for full semester courses in the PDF version of that semester's Policies and Procedures at <https://uni.edu/registrar/schedule-of-classes>.

The student should contact Dr. Deidre Heistad (with student ID# and course section# at d.heistad@uni.edu) and his/her advisor to get this done by the deadline. Then the student will need to satisfactorily complete **BOTH** LAC Category 1A & 1B.

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ADVISING NOTES

Students should complete this category in their first year.

Some programs require a minimum grade to satisfy requirements.

First-year students who have not satisfied either 1A or 1B may opt to take **UNIV 1000 & UNIV 1010 First-Year Cornerstone** (both semesters required).

Additional instructions regarding **UNIV 1000 & UNIV 1010 First-Year Cornerstone** substitutions are located on the following page.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

COURSE DESCRIPTIONS

COMM 1000 Oral Communication—3 hrs. Development of speaking and listening skills by studying the process and theory of communication and by applying communication principles to various speaking situations.

UNIV 1000 & UNIV 1010 First-Year Cornerstone: Integrated Communication I & II—6 hrs. This two-semester course is an integrated communication class emphasizing written, oral, visual and electronic communication as central processes of life-long inquiry. Students will develop other abilities that are vital for their transition to and success at UNI.

AS A RESULT OF THIS CATEGORY STUDENTS WILL . . .

Create and present well-organized, well-delivered speeches.

Demonstrate an awareness of the ethical responsibilities of communicators.

Use effective audience analysis and research support to make a persuasive argument.

Work constructively in groups to solve problems and accomplish tasks by applying specific group communication concepts and processes.

Communicate effectively and be able to participate in decision making. Oral communication is developed through practice, performance, and frequent evaluation.

REQUIREMENT: 3 CREDIT HOURS

COMM 1000	Oral Communication	3 Hours
UNIV 1000 & UNIV 1010	First-Year Cornerstone: Integrated Communication I & II	6 Hours (satisfies both 1A and 1B)

IT TAKES MORE THAN A MAJOR

The ability to speak well and **the ability to work well in teams** -- especially with people different from yourself -- both figure among the TOP 5 abilities employers are looking for in new college graduates.

More than 90% of employers surveyed say it is important that those they hire demonstrate **ethical judgment and integrity**.

Employers tell us that **listening and speaking are more important in hiring decisions than discipline-specific job skills**. After all, if you cannot make yourself understood, you are not likely to succeed.

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

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First-Year Cornerstone Advising FAQs and Notes

What happens if a student doesn't pass the FALL semester of UNIV 1000 & UNIV 1010 First-Year Cornerstone or receives a letter grade that is lower than his/her major requires to satisfy the LAC Category 1A/1B requirements (which is a C- for the College of Business Administration and College of Education teacher education students)?

As soon as the student receives his/her fall unsatisfactory Cornerstone grade, s/he should drop the spring semester of Cornerstone before the spring semester begins and work with his/her advisor on what to substitute—most likely either COMM 1000 Oral Communication or ENGLISH 1005 College Writing and Research. The student will need to take both LAC Category 1A and 1B to satisfy the LAC requirements.

If a student desires to replace the “F” (or less than satisfactory grade) in Cornerstone, s/he may submit a student request (<http://access.uni.edu/forms/provost/studrqst.pdf>) (explaining why s/he was unable to successfully complete that semester of Cornerstone) to the Provost's Office to have one of the LAC Category 1A or 1B courses substitute for the fall semester grade in Cornerstone. Further questions can be directed to Dr. Deidre Heistad at d.heistad@uni.edu.

What happens if a student passes the FALL semester of UNIV 1000 First-Year Cornerstone, but doesn't pass the SPRING semester of UNIV 1010 First-Year Cornerstone or receives a letter grade that is lower than his/her major requires to satisfy the LAC Category 1A/1B requirements (which is a C- for the College of Business Administration and College of Education teacher education students)?

Students must pass both semesters of Cornerstone to satisfy both LAC Categories 1A and 1B. If a student fails or earns a grade lower than what is required for the major, s/he will need to take either Category 1A or 1B to replace the spring semester grade. In this case, a student should submit a student request (<http://access.uni.edu/forms/provost/studrqst.pdf>), (explaining why s/he was unable to successfully complete that semester of Cornerstone) to the Provost's Office to have one of the LAC Category 1A or 1B courses substitute for the spring semester grade in Cornerstone. Further questions can be directed to Dr. Deidre Heistad at d.heistad@uni.edu.

What happens if a student wishes to replace one of the grades in a semester of UNIV 1000 & UNIV 1010 First-Year Cornerstone (even if it was better than a C-)?

The student must retake either LAC Category 1A or 1B to replace that semester's grade. Then the student must submit a student request (<http://access.uni.edu/forms/provost/studrqst.pdf>) to the Provost's Office in which s/he proposes that the Category 1A or 1B course substitute for that semester of Cornerstone. Further questions can be directed to Dr. Deidre Heistad at d.heistad@uni.edu.

What happens if a student wants to drop UNIV 1000 & UNIV 1010 First-Year Cornerstone with a “W” by the deadline in either fall or spring? Find the deadline date under “Dates to Observe” for full semester courses in the PDF version of that semester's Policies and Procedures at <https://uni.edu/registrar/schedule-of-classes>.

The student should contact Dr. Deidre Heistad (with student ID# and course section# at d.heistad@uni.edu) and his/her advisor to get this done by the deadline. Then the student will need to satisfactorily complete **BOTH** LAC Category 1A & 1B.

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2014 Category 1C: Quantitative Techniques & Understanding

ADVISING NOTES

Students should complete this category in their first year.

All UNI students must take the ALEKS placement examination. **MATH 1420 Calculus I**, **STAT 1772 Introduction to Statistical Methods**, and **STAT 1774 Introductory Statistics for Life Sciences** (which is not offered regularly) have ALEKS prerequisite scores.

ALEKS cut scores are considered prerequisites. Students are not allowed to enroll in a course without demonstrating the designated ALEKS score.

Additional instructions regarding ALEKS scores and course placement are located on the following page.

Elementary Education students may meet the category 1C requirement by completing **MATH 1204 Mathematical Reasoning for Teaching I**.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

REQUIREMENT: 3 CREDIT HOURS

MATH 1100	Mathematics in Decision Making	3 Hours
MATH 1204	Mathematical Reasoning for Teaching I	3 Hours
MATH 1420	Calculus I Required ALEKS score $\geq 65\%$	4 Hours
STAT 1772	Introduction to Statistical Methods Required ALEKS score $\geq 45\%$	3 Hours
STAT 1774	Introductory Statistics for Life Sciences Required ALEKS score $\geq 35\%$ Note: not offered regularly	3 Hours
CS 1025	Modern Tools for Exploring Data	3 Hours

IT TAKES MORE THAN A MAJOR

Employers tell us that **high quality learning involves more than a major**. Above and beyond what students learn in their major fields, a high-quality 21st century college education should also emphasize broad learning, personal and social responsibility, integrative and adaptive learning, and intellectual skills that support evidence-based reasoning and innovation—including **quantitative fluency** and information literacy.

Source: Hart Research Associates, It Takes More Than a Major: Employer Priorities for College Learning and Student Success, (Washington, DC: Association of American Colleges and Universities, 2013).

COURSE DESCRIPTIONS

MATH 1100 Mathematics in Decision Making—3 hrs. Survey of mathematical ideas of particular use in analyzing information and forming and analyzing hypotheses. Topics include logical statements, probability, statistics, graphs, interest and matrices.

MATH 1204 Mathematical Reasoning for Teaching I—3 hrs. Mathematics as problem solving, communications, connections, and reasoning. Content: rational numbers, data and statistical reasoning, probabilistic reasoning. Activities investigating these topics connect to elementary school mathematics.

- Primarily for education majors.

MATH 1420 Calculus I—4 hrs. The derivatives and integrals of elementary functions and their applications.

- Required ALEKS score $>65\%$
- Prerequisite: MATH 1140 Pre-calculus, **or** MATH 1110 Analysis for Business Students **and** MATH 1130 Trigonometry **or** MATH 1120 Mathematics for Biological Sciences **and** MATH 1130 Trigonometry **or** equivalent.

STAT 1772 Introduction to Statistical Methods—3 hrs. Descriptive statistics including correlation and curve fitting. Intuitive treatment of probability and inferential statistics including estimation and hypothesis testing.

- Required ALEKS score $\geq 45\%$
- Students with credit in STAT 3770 Statistical Methods should not enroll in STAT 1772 Introduction to Statistical Methods.

STAT 1774 Introductory Statistics for Life Sciences—3 hrs. Descriptive statistics, basic probability concepts, confidence intervals, hypothesis testing, correlation and regression, elementary concepts of survival analysis. No credit for students with credit in STAT 1772 Introduction to Statistical Methods.

CS1025 Modern Tools for Exploring Data—3 hrs. Explores use of computational tools to explore data sets, find patterns, and solve complex problems. Topics include representing problems, modeling data, simulating processes, and validating models, with applications in the sciences, social sciences, humanities, and business.

AS A RESULT OF THIS CATEGORY STUDENTS WILL ...

Make sense of quantitative information.

Represent and manipulate quantitative information, using standard mathematical conventions, to clarify meaning.

Value mathematics as a natural way to approach and address questions that arise in daily life, the workplace, and society.

**ALEKS MATH PLACEMENT GUIDELINES
SUMMER ORIENTATION 2014**

Taken from the ALEKS information website: <http://www.uni.edu/orientation/freshman/math-placement/score-placement>

ALEKS Score Required	Class	ALEKS Review Module to Prepare For This Level
≥70%	MATH:1420 Calculus I	Preparation for Calculus
≥55%	<p align="center">MATH:1130 Trigonometry Does not satisfy LAC 1C</p> <p align="center">MATH:1140 Precalculus Does not satisfy LAC 1C</p> <p align="center">MATH:1150 Calculus for Technology Does not satisfy LAC 1C</p> <p align="center">ECON:1021 Introduction to Decision Techniques (required prerequisite for this course is STAT 1772: Introduction to Statistical Methods) Does not satisfy LAC 1C</p> <p align="center">ECON:1011 Business Statistics (required prerequisite for this course is STAT 1772: Introduction to Statistical Methods) Does not satisfy LAC 1C</p>	Preparation for Precalculus
≥50%	STAT:1772 Introduction to Statistical Methods	Preparation for Intermediate Algebra
≥45%	<p align="center">MATH:1110 Analysis for Business Students Does not satisfy LAC 1C</p> <p align="center">MATH:1120 Mathematics for Biological Sciences Does not satisfy LAC 1C</p> <p align="center">PHYSICS 1511 General Physics I Does not satisfy LAC 1C</p>	Preparation for Intermediate Algebra
≥40%	STAT:1774 Introductory Statistics for Life Sciences	Preparation for Intermediate Algebra
<40%	<p align="center">MATH:1100 Mathematics in Decision Making</p> <p align="center">MATH:1204 Mathematical Reasoning for Teaching 1</p> <p align="center">MATH:0100 Intermediate Algebra Does not satisfy LAC 1C; does not count toward minimum hours required for baccalaureate degree.</p>	

ALEKS Frequently Asked Questions

<http://www.uni.edu/orientation/freshman/math-placement/FAQs>

WHAT IS ALEKS? Assessment and Learning in Knowledge Spaces is a Web-based assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what you know and don't know in a subject. Instructions on how to take the assessment will appear after you enter ALEKS through your MyUNiverse account. The ALEKS assessment is designed to be taken without a calculator. Use of a calculator may affect the accuracy of your placement recommendation.

WHAT IS THE MATH PLACEMENT ASSESSMENT THROUGH ALEKS? The Math Placement assessment through ALEKS covers a broad spectrum of pre-calculus material. The ALEKS system is fully automated and the ALEKS assessment is adaptive. The first questions asked will be drawn from across the curriculum, and may be too easy or too hard. As the assessment proceeds, your answers will be used to give the system an idea of your knowledge, and it will gradually focus the questioning in an individually appropriate way. By the end of the assessment you should find the questions generally challenging but reasonable for your individual level of knowledge.

WHY IS IT IMPORTANT TO COMPLETE ALEKS? New students must complete ALEKS in order to register for a UNI math course. ALEKS will assist you in choosing the appropriate university-level math course(s) based on your knowledge and skills in math. ALEKS identifies any weak areas you may have and provides review modules that will help you to improve those weaknesses, and therefore will help you be better prepared to succeed in university math courses.

HOW LONG WILL IT TAKE TO COMPLETE ALEKS? You should allow 1-2 hours to complete the assessment. You will be given 20-35 questions during the assessment. The exact number of questions will vary due to the adaptive mechanism. It is likely that you will be asked questions on material you have not yet learned. On such questions it is appropriate to answer, "I don't know." On any question that you have familiarity with, however, it is important to do your best. "I don't know" is interpreted by ALEKS to mean that you do not know the topic, and this will be reflected in the assessment results. If you do not do your best on the assessment, ALEKS will underestimate your knowledge.

WHO IS EXPECTED TO TAKE THE MATH ASSESSMENT THROUGH ALEKS? All new freshman students at UNI are required to take the math assessment through ALEKS, as are all new transfer students who plan to take a math course during their time at UNI, and all College of Business majors (regardless of which math courses already completed).

WHEN DO I TAKE ALEKS? As a new student entering UNI in fall semester 2014 you must complete the ALEKS exam in advance of orientation/registration, at least two weeks prior to your scheduled orientation session. It is recommended that you complete ALEKS near the end of your last high school or community college math class.

WILL I BE CHARGED A FEE TO COMPLETE ALEKS? There is no additional fee to complete the ALEKS assessment the first or second time. However, if you choose to complete a remediation module in order to work on your areas of deficiency, you will pay \$32 for a six-week subscription to the module. If you choose to take ALEKS more than twice in order to increase your score, you will also be charged a re-take fee.

HOW DO I ACCESS THE MATH PLACEMENT ASSESSMENT THROUGH ALEKS? Through your MyUNIverse account. Use your CatID login and password to access MyUNIverse. You'll find your CatID in your admission letter. MyUNIverse can be accessed by clicking <http://myuniverse.uni.edu/>

DO I NEED TO INSTALL ANY SOFTWARE OR PLUG-INS PRIOR TO TAKING THE MATH ASSESSMENT? Yes, there is an ALEKS plug-in. Once in ALEKS, the system will automatically install the plug-in, but you do have to authorize installation. After it is installed, you will need to close your browser window and then go back into MyUNIverse to take the ALEKS placement assessment. ALEKS is cross-platform accessible.

WHO DO I CONTACT IF I'M HAVING TECHNICAL PROBLEMS WITH ALEKS? You should contact ALEKS directly if you experience any technical difficulties with the software or plug-in. ALEKS technical support is (714) 619-7090.

DO I NEED TO TAKE THE ASSESSMENT IF I HAVE AP CREDIT OR TRANSFER CREDIT IN CALCULUS? Yes. Even though your AP scores and transfer credits will be used to give you credit for the corresponding course, the results of the assessment will be used in your placement in another course. If your score does not indicate mastery of prerequisite material, you will be strongly advised to retake a course for which you have credit to ensure that you are properly prepared for the following course.

HOW WILL MY SCORE ON ALEKS BE USED TO SELECT MY MATH COURSE? Your academic advisor will use your score on the ALEKS assessment to determine your placement in UNI math courses. If you would like to improve your score, consider taking one of the ALEKS online review modules to address your areas of deficiency. After building your skills through the modules, re-take the assessment.

WHAT CAN I DO IF MY SCORES ARE LOWER THAN I EXPECT? If your score on ALEKS is lower than you expected or hoped, you are strongly encouraged to complete the review modules available on the ALEKS website. These review modules are designed by ALEKS to address the area(s) of deficiency as revealed by the assessment. After completing the review modules, you may elect to complete the assessment a second time.

CAN I EARN COLLEGE CREDIT BY COMPLETING THE ALEKS? No.

WHERE CAN I FIND OUT MORE ABOUT MATHEMATICS COURSES AND GET ANSWERS TO QUESTIONS ABOUT MATHEMATICS PLACEMENT? You will learn more about UNI courses, advising, and placement during new student orientation. More information about ALEKS and math courses at UNI is available by contacting the Department of Mathematics: 319-273-2631, emailing mathematics@uni.edu or online at: <http://www.uni.edu/math/>.

ADVISING NOTES

HPELS 1010 Personal Wellness (3 hours) has been used to fulfill this category since 1988. Beginning Spring 2014, the experimental course **HPELS 1059 Dimensions of Well-Being** (2 hours) may be used to satisfy Category 1D. The remaining credit hour from **HPELS 1010 Personal Wellness** will be moved to students' university electives requirements.

To satisfy the Category 1D requirement, students must successfully complete both Dimensions of Well-Being Lecture/Discussion (1 hour) AND Dimensions of Well-Being Lab (1 hour), as designated in the *Schedule of Classes*.

At present, students must complete the lecture/discussion and the lab during the same semester. Because these courses are currently being offered on an experimental basis, failure to complete both courses during the same semester may result in having to take **HPELS 1010 Personal Wellness**.

HPELS 1010 Personal Wellness will continue to be offered for the time being.

A student may take **HPELS 1059 Dimensions of Well-Being** to replace a less than satisfactory grade in **HPELS 1010 Personal Wellness**. To do so, the student should submit a student request to the Provost's Office. If approved, the **HPELS 1059 Dimensions of Well-Being** grade and hours earned will replace the **HPELS 1010 Personal Wellness** grade and hours earned. Note that **HPELS 1059 Dimensions of Well-Being** is a two hour course, whereas **HPELS 1010 Personal Wellness** is a three hour course; thus, the student will lose 1 hour of credit when choosing this option.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

COURSE DESCRIPTIONS

HPELS 1010 Personal Wellness—3 hrs. Concepts of exercise science, nutrition, stress management, contemporary health issues and decision making. Assessment, application and participation in lifetime fitness and skill activities.

HPELS 1059 Dimensions of Well Being—2 hrs. Students must choose one Dimensions of Well-Being Lecture/Discussion and one Dimensions of Well-Being Lab.

AS A RESULT OF THIS CATEGORY STUDENTS WILL ...

- Recognize the multitude of ways that wellness affects all aspects and quality of life.
- Be able to apply decision-making processes to improve well-being.
- Be able to articulate why wellness is important.

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REQUIREMENT: 2-3 CREDIT HOURS

HPELS 1010	Personal Wellness	3 Hours
HPELS 1059	Dimensions of Well Being Lecture/Discussion	1 Hour
HPELS 1059	Dimensions of Well Being Lab	1 Hour

IT TAKES MORE THAN A MAJOR

Achieving personal wellness as an individual and as a society is a complex task that involves complex problem solving, innovation, and creativity, all of which are emphasized in these courses.

Failure to achieve and maintain personal wellness can affect students' academic careers and put their futures at risk. Students can use the knowledge, skills, and habits of mind learned in this category throughout their lives.

2014

Category 2A: Humanities

ADVISING NOTES

Students must take two Humanities courses; courses do not need to be taken in chronological order.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

REQUIREMENT: 6 CREDIT HOURS

HUM 1021	Humanities I: The Ancient, Classical, and Medieval Worlds	3 Hours
HUM 1022	Humanities II: The Renaissance, Reformation, and Enlightenment	3 Hours
HUM 1023	Humanities III: The Age of Revolution to the Present	3 Hours

IT TAKES MORE THAN A MAJOR

Students need to be equipped with broad knowledge in a variety of areas, in addition to knowledge in a specific major, in order to gain the necessary skill set expected in real-world settings.

Employers agree that **all students**, regardless of their chosen field of study, should have **educational experiences that teach them about building civic capacity**, and broad knowledge about the liberal arts and sciences.

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

COURSE DESCRIPTIONS

HUM 1021 Humanities I: The Ancient, classical and Medieval Worlds—3 hrs. Literature, philosophy, religion and the fine arts, integrated with the history of Western Civilization to 1300.

HUM 1022 Humanities II: The Renaissance, Reformation, and Enlightenment—3 hrs. Literature, philosophy, religion and the fine arts integrated with the history of Western Civilization from 1300 to the French Revolution of 1789.

HUM 1023 Humanities III: The Age of Revolution to the Present—3 hrs. Literature, philosophy, religion and the fine arts integrated with the history of Western Civilization since the French Revolution of 1789.

IN THIS CATEGORY STUDENTS WILL ...

Study Western culture and civilization from ancient times to the present through historical accounts, literatures, philosophies, religions, and fine arts. Using methods of critical inquiry, students explore aspects of human nature, the shaping of thoughts and values, and their interrelations.

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2014 Category 2B: Non-Western Cultures

ADVISING NOTES

Students must take one Non-Western Cultures course.

Students who transfer to UNI with an AA degree may still need to complete the LAC 2B requirement if they did not satisfy this category with a transferred course.

SPAN 3020 Latin American Culture and Civilization may substitute for the Non-Western Cultures requirement.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

REQUIREMENT: 3 CREDIT HOURS

HUM 3121	Russia/Soviet Union	3 Hours
HUM 3122	Japan	3 Hours
HUM 3123	Latin America	3 Hours
HUM 3124	China	3 Hours
HUM 3125	India	3 Hours
HUM 3127	Middle East	3 Hours
HUM 3128	Africa	3 Hours
HUM 3122/ ANTH 3122	Native North America	3 Hours
HUM 3137/ ANTH 3137	Native Central and South America	3 Hours

IT TAKES MORE THAN A MAJOR

Employers expect broad learning. Seventy-eight percent believe employees need to be knowledgeable about **global issues, societies and cultures outside the US.**

Employers agree that **all students**, regardless of their chosen field of study, **should have educational experiences that teach them about cultures outside the United States.**

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

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COURSE DESCRIPTIONS

HUM 3121 Russia/Soviet Union—3 hrs. Interdisciplinary examination of the culture, history, geography, economy, political system and society of Russia and the Soviet Union.

HUM 3122 Japan—3 hrs. Introductory study of Japan; geographical setting, historical background, cultural heritage, social and political systems and economic development and importance.

HUM 3123 Latin America—3 hrs. Historical, political, social and cultural elements that form the civilization of Latin America.

- No credit if student has credit in SPAN 3020 Latin American Culture and Civilization.
- May not be taken for credit by history majors or minors.

HUM 3124 China—3 hrs. Historical treatment of significant elements of Chinese culture and major aspects of modern China's transformations since the mid-19th century.

HUM 3125 India—3 hrs. Historical treatment of significant elements of Indian culture and major aspects of modern India's transformation under British rule and since independence.

HUM 3127 Middle East—3 hrs. Interdisciplinary examination of significant elements of Middle Eastern Culture and Society; current patterns, tensions and contributions.

HUM 3128 Africa—3 hrs. Interdisciplinary examination of contemporary African society and culture; historical heritage, problems, prospects and importance.

HUM 3132 Native North America—3 hrs. Ethnographic survey of socio-cultural systems developed by Native Americans north of Mexico; emphasis on relationships that exist among ecological factors, subsistence techniques, social organizations and belief systems and impact interactions with European and U.S. societies had on Indian lifestyles.

HUM 3137 Native Central & South America—3 hrs. Ethnographic survey of socio cultural systems developed by foraging and horticultural people of South America; emphasis on relationships that exist among ecological factors, subsistence techniques, social organization and beliefs systems from holistic, comparative and cross- cultural perspectives.

IN THIS CATEGORY STUDENTS WILL ...

Study Non-Western cultures and civilizations from ancient times to the present through historical accounts, literatures, philosophies, religions, and fine arts. Using methods of critical inquiry, students explore aspects of human nature, the shaping of thoughts and values, and their interrelations.

2014 Category 3B: Literature, Philosophy, and Religion

ADVISING NOTES

Writing-enhanced sections of **ENGLISH 1120 Introduction to Literature** and **RELS 1020 Religions of the World** are opportunities for qualified students (ACT English score of 25 and above) to satisfy both LAC 1A: Reading and Writing and 3B Literature, Philosophy and Religions. Students receive 3 hours of credit for the writing-enhanced course, thus reducing their LAC requirements by 3 hours. Writing-enhanced sections are generally offered only in the fall.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

REQUIREMENT: 3 CREDIT HOURS

ENGLISH 1120	Introduction to Literature: (topic)	3 Hours
FREN 1120	Introduction To Francophone Literature In Translation	3 Hours
GER 1120	Introduction To German Literature In Translation	3 Hours
PHIL 1020	Philosophy: The Art of Thinking	3 Hours
PORT 1031	Introduction To Portuguese and Hispanic Literature In Translation	3 Hours
RELS 1020	Religions of the World	3 Hours
SLAV 1120	Introduction To Russian Literature In Translation	3 Hours

IT TAKES MORE THAN A MAJOR

Eighty percent of employers list **critical thinking and analytical reasoning** as intellectual and practical skills of priority when hiring.

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

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COURSE DESCRIPTIONS

ENGLISH 1120 Introduction to Literature: (topic)—3 hrs. Understanding and appreciation of the basic forms of literature through close reading of literary texts.

FREN 1120 Introduction To Francophone Literature In Translation—3 hrs. Understanding and appreciating basic forms of Francophone literatures in English translation through close reading of literary texts.

GER 1120 Introduction to German Literature In Translation—3 hrs. Understanding and appreciating basic terms of German language literatures in English translation through close reading of literary texts.

PHIL 1020 Philosophy: The Art of Thinking—3 hrs. Introductory exploration of questions concerning nature of self, reality, meaning, knowledge, truth, faith, value, and obligation.

PORT 1031 Introduction To Portuguese and Hispanic Literature In Translation—3 hrs. Understanding and appreciating basic forms of Portuguese and Spanish language literatures in English translation through close reading of literary texts. May count toward Portuguese minor and dual major.

RELS 1020 Religions of the World—3 hrs. Living religions with emphasis on texts, beliefs, tradition, values, and practices.

SLAV 1120 Introduction to Russian Literature In Translation—3 hrs. Understanding and appreciating basic forms of Russian language literature in English translation through close reading of literary texts.

AS A RESULT OF THIS CATEGORY STUDENTS WILL ...

Articulate an enhanced understanding of the fine arts and the study of literature, philosophy and/or religion.

Explain the nuance and meanings in a variety of works of artistic/creative expression.

Explain and support the values of studying and understanding artistic creative activity.

Explain the nuances and meanings in a variety of works of philosophic, literary and/or religious texts.

Explain and support the values of studying and understanding literary, philosophic and/or a diversity of religious texts.

ADVISING NOTES

For all courses listed under Life Sciences, with the exception of **ANTH 1001 Human Origins**, a student must have satisfied the minimum UNI entrance requirements in English and Mathematics. Some courses require a minimum ALEKS score.

Students are required to take a course with a scheduled laboratory from either LAC Category 4A: Life Sciences or 4B: Physical Sciences. Only 6 hours are required for students who meet the LAC laboratory requirement with a course other than the one listed in Life or Physical Sciences.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

AS A RESULT OF THIS CATEGORY STUDENTS WILL ...

Know the processes and dynamic nature of science.

Apply scientific reasoning skills to investigate natural phenomena.

Be able to articulate why science is important.

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REQUIREMENT: 3 OR 4 CREDIT HOURS

ANTH 1001	Human Origins	3 Hours
BIOL 1012	Life: The Natural World	3 Hours
BIOL 1013*	Life: The Natural World—Lab	1 Hour
BIOL 1014	Life: Continuity and Change	3 Hours
BIOL 1015*	Life: Continuity and Change—Lab	1 Hour
BIOL 1033*	Principles of Microbiology	3 Hours
BIOL 2051*	General Biology: Organismal Diversity	4 Hours
BIOL 2052*	General Biology: Cell Structure and Function	4 Hours
BIOL 3101*	Anatomy and Physiology I	3 Hours
SCI ED 1200*	Inquiry into Life Science	4 Hours

*Lab Course

IT TAKES MORE THAN A MAJOR

An understanding of science and technology and how these subjects are used in real-world settings figures among the TOP 5 abilities employers are looking for in new college graduates.

Employers believe that college graduates need **hands-on experience with the methods of science** to succeed in the workplace.

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

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COURSE DESCRIPTIONS

ANTH 1001 Human Origins—3 hrs. Introduction to physical and prehistoric development of humankind, including primate and human evolution, modern races and the archaeological cultures of the world.

BIOL 1012 Life: The Natural World—3 hrs. Examines living organisms with an emphasis on how the natural world functions as a system and how plants and animals, including humans, interact.

- Declared biology majors cannot receive either university or elective credit for this course.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

BIOL 1013 Life: The Natural World – Lab—1 hr. Activities illustrating the importance, origins and maintenance of biodiversity with a focus on the interactions among organisms and between organisms and the environment.

- Prerequisite(s) or corequisite(s): BIOL 1012 Life: The Natural World

BIOL 1014 Life: Continuity and Change—3 hrs. Introduction to contemporary topics in biology. Emphasis on study of gene structure and function and applications of biology to human concerns.

- Declared biology majors cannot receive either university or elective credit for this course.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

BIOL 1015 Life: Continuity and Change – Lab—1 hr. Process of science and application of biology to human concerns stressed through student activities involving basic life science concepts encompassing cell structure and function, human genetics, and disease transmission. Emphasis on assisting students in understanding role of biology in our present society.

- Lab, 2 periods.
- Declared biology majors cannot receive either university or elective credit for this course.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.
- Prerequisite(s) or corequisite(s): BIOL 1014 Life: Continuity and Change or equivalent.

BIOL 1033 Principles of Microbiology—3 hrs. Basic concepts and practical applications of microbiology in medicine, immunology, sanitation, and food preparation in daily life.

- Designed for students majoring in areas other than the sciences.
- For biology majors and minors counts only for university elective credit.
- Sections may be offered exclusively for nurses in training.
- Discussion 2 periods, lab, 2 periods.

BIOL 2051 General Biology: Organismal Diversity—4 hrs. Study of organismic biology emphasizing evolutionary patterns and diversity of organisms and interdependency of structure and function in living systems.

- Discussion, 3 periods; lab, 2 periods.

BIOL 2052 General Biology: Cell Structure and Function—4 hrs. Introduction to the properties and functions of biological molecules, organization of living cells, production and utilization of energy, and development of multicellular organisms.

- Discussion, 3 periods; lab, 2 periods.

BIOL 3101 Anatomy and Physiology I—4 hrs. Structure and function of organ systems of human body.

- For students in allied health fields or other university-approved programs.
- Others must have consent of department head.
- For Biology majors and minors, counts only for university elective credit.
- Prerequisite(s): BIOL 2051 General Biology: Organismal Diversity; BIOL 2052 General Biology: Cell Structure and Function; CHEM 1110 General Chemistry I and CHEM 1120 General Chemistry II, or CHEM 1130 General Chemistry I-II, or consent of department head.

SCI ED 1200 Inquiry into Life Science—4 hrs. Inquiry-oriented introduction to fundamental concepts and processes in life science that includes ecology, evolution, cell biology and human body systems.

- Integrated lecture/lab for five periods.
- For Elementary Education and Early Childhood Education majors only.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

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ADVISING NOTES

For all courses listed under Physical Sciences, a student must have satisfied at minimum the UNI entrance requirements in English and Mathematics. Some courses require a minimum ALEKS score.

Students are required to take a course with a scheduled laboratory from either LAC Category 4A: Life Sciences or 4B: Physical Sciences. Only 6 hours are required for students who meet the LAC laboratory requirement with a course other than the one listed in Life or Physical Sciences.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

AS A RESULT OF THIS CATEGORY STUDENTS WILL ...

Know the processes and dynamic nature of science.

Apply scientific reasoning skills to investigate natural phenomena.

Be able to articulate why science is important.

IT TAKES MORE THAN A MAJOR

Employers believe that college graduates need **hands-on experience with the methods of science** to succeed in the workplace.

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

REQUIREMENT: 3 OR 4 CREDIT HOURS

CHEM 1010*	Principles of Chemistry	4 Hours
CHEM 1011	Molecules and Life	3 Hours
CHEM 1020*	Chemical Technology	4 Hours
CHEM 1030*	Applied General Chemistry	4 Hours
CHEM 1110*	General Chemistry I	4 Hours
CHEM 1130*	General Chemistry I-II	5 Hours
EARTHSCI 1100**	Astronomy	3-4 Hours
EARTHSCI 1110*	Astronomy Laboratory	1 Hour
EARTHSCI 1200	Elements of Weather	3 Hours
EARTHSCI 1210*	Elements of Weather - Lab	1 Hour
EARTHSCI 1300*	Introduction to Geology	4 Hours
EARTHSCI 2320*	Fossils and Evolution	4 Hours
GEOG 1210	Physical Geography	3 Hours
GEOG 1211*	Physical Geography Laboratory	1 Hour
PHYSICS 1000	Physics in Everyday Life	3 Hours
PHYSICS 1400*	Conceptual Physics	4 Hours
PHYSICS 1511*	General Physics I	4 Hours
PHYSICS 1701*	Physics I for Science and Engineering	4 Hours
SCI ED 1300*	Inquiry into Physical Science	4 Hours
SCI ED 1100*	Inquiry into Earth and Space Science	4 Hours
TECH 1015	Introduction to Sustainability	3 Hours

*Lab Course

**Lab Course if 4-hour option elected

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COURSE DESCRIPTIONS

CHEM 1010 Principles of Chemistry—4 hrs. Basic concepts of chemistry, the periodic table and its relation to atomic structure and chemical properties. How the understanding of changes in matter and energy is important in both living and non-living systems. Work of the chemist and the interactions of chemistry with other activities of humankind.

- Discussion, 3 periods; lab, 2 periods.
- No credit for student with credit in any college chemistry course.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

CHEM 1011 Molecules and Life—3 hrs. Basic concepts of chemistry, with an emphasis on the structure and function of molecules in living systems.

- Discussion, 3 periods.
- No credit for student with credit in any college chemistry course.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

CHEM 1020 Chemical Technology—4 hrs. Basic concepts of inorganic and organic chemistry and their applications to industrial processes. Emphasis on application of chemical principles in materials, energy production and use, and environmental problems.

- Discussion, 3 periods; lab, 2 periods.
- No credit for student with credit in any college chemistry course.

CHEM 1030 Applied General Chemistry—4 hrs

Basic concepts of chemistry, with particular attention to allied health and nutrition applications.

- Discussion, 3 periods; lab, 3 periods.
- No credit for students with credit in CHEM 1110 General Chemistry I or CHEM 1130 General Chemistry I-II.

CHEM 1110 General Chemistry I—4 hrs. Structure of matter, its physical properties and laws describing them, the periodic table and its relation to atomic structure and chemical properties, and non-metallic elements and their compounds.

- Students with extensive background in high school chemistry and mathematics may enter CHEM 1130 General Chemistry I-II following departmental advisement.
- Discussion, 3 periods; lab, 3 periods.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

CHEM 1130 General Chemistry I-II—5 hrs. Accelerated course for well-prepared students. Content similar to **CHEM 1110 General Chemistry I** and **CHEM 1120 General Chemistry II** but covered in one semester. Completion satisfies General Chemistry requirement of any chemistry major.

- Discussion, 4 periods; lab, 3 periods.
- Prerequisite(s): consent of department head.

EARTHSCI 1100 Astronomy—3-4 hrs. Introduction to the Universe, solar system, stars, and galaxies, including apparent motions of bodies in the sky; development of astronomy and its impact on humankind.

- Discussion, 3 periods; lab, 2 periods.
- Also offered as a 3-hour course without lab.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

EARTHSCI 1110 Astronomy Laboratory—1 hr.

Exploration of astronomical phenomena through the use of telescopes, charts, almanacs, computer simulations, and other laboratory equipment. Students will gain experience in methods of observing the night sky and become familiar with celestial objects.

- Lab, 2 periods.
- Prerequisite(s): consent of instructor.
- Corequisite(s): EARTHSCI 1100 Astronomy.

EARTHSCI 1200 Elements of Weather—3 hrs.

Meteorological elements and their applications to environment; interpretation of weather maps and weather data; forecasting and briefing on daily weather.

- Discussion, 3 periods.
- No credit for those who have completed EARTHSCI 3210/5210 Meteorology.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

EARTHSCI 1210 Elements of Weather Laboratory—1 hr.

Fundamentals of meteorological observation, use of basic meteorological instruments, and applications of maps and charts to understanding forecasts.

- Intended for science teaching majors and minors.
- Lab, 2 periods.
- Prerequisite(s) or corequisite(s): EARTHSCI 1200 Elements of Weather.

EARTHSCI 1300 Introduction to Geology—4 hrs.

Introduction to the physical environment, emphasizing materials of the Earth and processes that lead to changes within and on the Earth. Lab emphasis includes rocks and minerals, geologic processes, and landscape development.

- Discussion, 3 periods; lab, 2 periods.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

Category 4B: Physical Sciences (cont.)

COURSE DESCRIPTIONS

EARTHSCI 2320 Fossils and Evolution—4 hrs. Topics in paleontology, including fossil preservation, systematics, functional morphology, paleoecology, paleobiogeography, and biostratigraphy, with special emphasis on mass extinctions and the role of paleontology in reconstructing evolutionary history. Laboratory studies of major groups of fossil invertebrates.

- Discussion, 3 periods; lab, 3 periods.

GEOG 1210 Physical Geography—3 hrs. Explanation of patterns of solar energy receipt, atmospheric pressure, winds, and precipitation around the Earth. Emphasis on how solar energy, water, and crustal movements interact to determine characteristics of natural environments on Earth.

- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

GEOG 1211 Physical Geography Laboratory—1 hr.

Explanation of patterns of solar energy receipt, atmospheric pressure, winds, and precipitation around the Earth. Emphasis on how solar energy, water, and crustal movements interact to determine characteristics of natural environments on Earth.

- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.
- Prerequisite(s) or corequisite: GEOG 1210 Physical Geography.

PHYSICS 1000 Physics in Everyday Life—3 hrs. Basic laws and concepts of physics introduced and demonstrated through operation of everyday devices and systems. Emphasis on understanding physical principles behind working of modern technologies and interplay between science and technology.

- Students may not earn credit in both PHYSICS 1400 Conceptual Physics and PHYSICS 1000 Physics in Everyday Life.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

PHYSICS 1400 Conceptual Physics—4 hrs. Energy; temperature and heat; waves and sound; electricity and magnetism; light and color; and atomic and nuclear structure of matter. Emphasis on observation, interpretation, and conceptual understanding of physical phenomena.

- Discussion, 3 periods; lab, 2 periods.
- Students may not earn credit in both PHYSICS 1400 Conceptual Physics and PHYSICS 1000 Physics in Everyday Life.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

PHYSICS 1511 General Physics I—4 hrs. Algebra-based introductory course covering Newtonian mechanics, gravitation, and thermal physics. Emphasis on conceptual understanding of physical principles through group investigations and lab activities.

- Discussion/lab, 5 periods.
- Prerequisite(s): high school algebra and trigonometry or equivalent.
- Prerequisite: ALEKS score of $\geq 40\%$.

PHYSICS 1701 Physics I for Science and Engineering—4 hrs.

Calculus-based introductory course covering Newtonian mechanics, gravitation, and thermal physics.

- Lab activities.
- Discussion/lab, 5 periods.
- Prerequisite(s): one year of high school physics or equivalent.
- Prerequisite(s) or corequisite(s): MATH 1420 Calculus I.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

SCI ED 1100 Inquiry into Earth and Space Science—4 hrs.

Inquiry-oriented introduction to fundamental concepts and processes in meteorology, astronomy, and geology using active investigation.

- Integrated lecture/lab for 5 periods.
- For Elementary Education and Early Childhood majors only.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

SCI ED 1300 Inquiry into Physical Science—4 hrs.

Inquiry-oriented introduction to fundamental concepts and processes in physics and chemistry that includes energy, force and motion, and the nature of matter.

- Integrated lecture/lab for 5 periods.
- For Elementary Education and Early Childhood majors only.
- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics.

TECH 1015 Introduction to Sustainability—3 hrs.

Students will gain a basic understanding of sustainability, with focus on possibilities for harmonizing economic, ecological, and social goals for current and future generations. They will conduct practical exercises to enhance personal sustainability.

2014

Category 5A: Sociocultural and Historical Perspectives

ADVISING NOTES

Any student who completed Category 5 coursework prior to fall 2014 may opt to follow either the 2014 Liberal Arts Core or the 2004 Liberal Arts Core. (See the 2004 LAC Category 5 Advising Guide.)

Students are required to complete one course from 5A.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

REQUIREMENT: 3 CREDIT HOURS

ANTH 1002	Culture, Nature, and Society	3 Hours
GEOG 1120	Human Geography	3 Hours
HISUS 1023	History of the United States	3 Hours
SOC 1000	Introduction to Sociology	3 Hours
WGS 1040	Women's and Gender Studies	3 Hours

IT TAKES MORE THAN A MAJOR

Employers value potential employees who demonstrate ethical judgment and integrity, intercultural skills and the capacity for continued new learning.

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

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COURSE DESCRIPTIONS

ANTH 1002 Culture, Nature, and Society—3 hrs.

Introduction to cross-cultural perspective on human behavior. Consideration of the nature of society and culture among diverse human groups, from hunter-gatherers to industrialized city dwellers, by examination of their technologies, economic systems, family life, political structures, art, languages, and religious beliefs and practices. Emphasis on non-Western societies.

GEOG 1120 Human Geography—3 hrs. Interaction between peoples and their environments. Spatial patterns and processes of population distribution, characteristics, and movement, human environmental impact, and economic activity.

HISUS 1023 History of the United States—3 hrs. Events, factors, and personalities which shaped social, economic, and political development of the United States from settlement to end of Reconstruction.

SOC 1000 Introduction to Sociology—3 hrs. Scientific approach to analysis and understanding of culture, human groups and institutions, personality, self, and social control.

WGS 1040 Women's and Gender Studies—3 hrs. Interdisciplinary study of women's and gender issues from historical and contemporary perspectives, using the methods and theories of feminist scholarship and gender analysis. Topics may include study of systems of domination and subordination, stereotyping and gender bias, intersections of gender, race, ethnicity, sexuality, class.

AS A RESULT OF THIS CATEGORY, STUDENTS WILL ...

Be able to describe and analyze human behavior from different vantage points, ranging from the societal, cultural, and historical to the institutional and individual perspectives.

Broaden their understanding of diversity and global issues.

Learn how to study and analyze human attitudes, behaviors, and relationships within a variety of different social science disciplines.

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2014

Category 5B: Individual and Institutional Perspectives

ADVISING NOTES

Any student who completed Category 5 coursework prior to fall 2014 may opt to follow either the 2014 Liberal Arts Core or the 2004 Liberal Arts Core. (See the 2004 LAC Category 5 Advising Guide.)

Students are required to complete one course from 5B.

Satisfactory completion of **both ECON 1041 Principles of Macroeconomics and ECON 1051 Principles of Microeconomics** by all non-business majors and Business Teaching majors, through UNI or transfer, may substitute for **ECON 1031 Introduction to Economics**.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

REQUIREMENT: 3 CREDIT HOURS

ECON 1031	Introduction to Economics	3 Hours
FAM SERV 1010	Human Identity and Relationships	3 Hours
POL AMER 1014	Introduction to American Politics	3 Hours
PSYCH 1001	Introduction to Psychology	3 Hours

IT TAKES MORE THAN A MAJOR

The ability to think clearly about complex problems figures among the TOP 5 abilities employers are looking for in new college graduates.

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

Notes _____

COURSE DESCRIPTIONS

ECON 1031 Introduction to Economics—3 hrs. Overview of economics, including how a market system functions and how national income, output, and employment are determined. Primary focus (though not exclusively) on U.S. economy.

- No credit for students who have credit or are concurrently enrolled in ECON 1041 Principles of Macroeconomics or ECON 1051 Principles of Microeconomics.
- May not be used for credit on major or minor.

FAM SERV 1010 Human Identity and Relationships—3 hrs. Use of social science theory and research to understand psycho-socio-cultural influences in the development of identity and interpersonal relationships. Emphasizes application of current research and theory to facilitate positive individual growth and committed intimate relationships.

POL AMER 1014 Introduction to American Politics—3 hrs. Examination of the structure, organization, and powers of the institutions of American government and how citizens are linked to government through such things as political parties, interest groups, and elections.

PSYCH 1001 Introduction to Psychology—3 hrs. Survey of basic principles in psychology including cognitive, emotional, social, developmental, and biological processes, and the scientific research methods used to learn about these processes.

- Course requires participation in psychological research; or an alternative acceptable to both students and the department which provides a similar educational experience.

AS A RESULT OF THIS CATEGORY, STUDENTS WILL ...

Be able to describe and analyze human behavior from different vantage points, ranging from the societal, cultural, and historical to the institutional and individual perspectives.

Broaden their understanding of diversity and global issues.

Learn how to study and analyze human attitudes, behaviors, and relationships within a variety of different social science disciplines.

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2014 Category 5C: Diversity and Global Issues

ADVISING NOTES

Any student who completed Category 5 coursework prior to fall 2014 may opt to follow either the 2014 Liberal Arts Core or the 2004 Liberal Arts Core. (See the 2004 LAC Category 5 Advising Guide.)

Students are required to complete one course from 5C.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

REQUIREMENT: 3 CREDIT HOURS

EDPSYCH 2030	Dynamics of Human Development	3 Hours
GEOG 1110	World Geography	3 Hours
POL GEN 1020	Contemporary Political Problems	3 Hours
POL INTL 1024	International Relations	3 Hours
SOC 1060	Social Problems	3 Hours
SOC SCI 1020	Women, Men, and Society	3 Hours
SW 1041/ SOC SCI 1041	Social Welfare: A World View	3 Hours
SW 2045/ SOC SCI 1045	American Racial and Ethnic Minorities	3 Hours

IT TAKES MORE THAN A MAJOR

Employers believe that college graduates should have a broad understanding about global issues and knowledge about societies and cultures outside the US in order to succeed in the workplace.

The ability to work well in teams—especially with people different from yourself figures among the TOP 5 abilities employers are looking for in new college graduates.

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

AS A RESULT OF THIS CATEGORY, STUDENTS WILL ...

Be able to describe and analyze human behavior from different vantage points, ranging from the societal, cultural, and historical to the institutional and individual perspectives.

Broaden their understanding of diversity and global issues.

Learn how to study and analyze human attitudes, behaviors, and relationships within a variety of different social science disciplines.

COURSE DESCRIPTIONS

EDPSYCH 2030 Dynamics of Human Development—3 hrs.

Students in this course will examine the social contexts of human development (0-18 years of age) and the theoretical and historical perspectives that inform our understanding of development. In particular cross-cultural lenses will be used to uncover the cultural nature of development. Implications of these perspectives for supporting the development of individuals across multiple domains (e.g., physical, cognitive, psychosocial) will be discussed. Examination of diverse viewpoints, theories, and methods of inquiry provide an avenue for students to develop skills in critical thinking and analysis and communicate their findings both orally and in writing.

GEOG 1110 World Geography—3 hrs. Reasons for and consequences of variations over surface of the earth of cultural, economic, physical, and other attributes of places.

POL GEN 1020 Contemporary Political Problems—3 hrs. Analysis of selected contemporary political issues. Focus may be on local, state, national, or international level.

POL INTL 1024 International Relations—3 hrs. Survey of various approaches to international relations with special emphasis on application to historical and contemporary cases.

SOC 1060 Social Problems—3 hrs. Analysis of nature and range of social problems arising in modern industrial society. Consideration given to conditions creating them and methods by which society seeks to cope with them.

SOC SCI 1020 Women, Men, and Society—3 hrs. Examination of key issues of gender. Attention to variety of topics including ethical issues and gender roles, gender-role stereotyping, male and female roles, sexuality, gender roles in non-western and minority cultures, and gender roles in United States institutions (e.g., in the nuclear family, religion, and the work place).

SW 1041/SOC SCI 1041 Social Welfare: A World View—3 hrs. Comparative study of social welfare (social insurance, public welfare, charity and philanthropy, social services, and mutual aid) in the United States, and selected nations from five regions of the world as defined by the International Congress of Schools of Social Work (African, Asian, European, Latin American, and North American regions).

SW 2045/SOC SCI 1045 American Racial and Ethnic Minorities—3 hrs. Survey of several American minorities, including Hispanics, Blacks, Asians, and Native Americans. Multi-disciplinary study of these groups with particular emphasis on geographic origins, linguistic traditions and current modes of economic subsistence. Introduction to folkways and mores of each group.

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Category 5: Social Sciences (LAC 2004; Prior to Summer 2014)

ADVISING NOTES

These requirements are for students who enrolled **before Summer 2014**.

Any student who completed Category 5 coursework prior to fall 2014 may opt to follow either the 2014 Liberal Arts Core or the 2004 Liberal Arts Core.

Students are required to complete one course from 5A; one course from 5B; and a third course from 5A, 5B, or 5C.

Students cannot count both **GEOG 1120 Human Geography** and **GEOG 1110 World Geography** toward the Liberal Arts Core.

All LAC related student requests should be signed by the student's advisor and sent directly to the Provost's Office.

AS A RESULT OF THIS CATEGORY, STUDENTS WILL ...

Be able to describe and analyze human behavior from different vantage points, ranging from the societal, cultural, and historical to the institutional and individual perspectives.

Broaden their understanding of diversity and global issues.

Learn how to study and analyze human attitudes, behaviors, and relationships within a variety of different social science disciplines.

IT TAKES MORE THAN A MAJOR

Employers believe that college graduates should have a broad understanding about global issues and knowledge about societies and cultures outside the US in order to succeed in the workplace.

They value potential employees who demonstrate ethical judgment and integrity, intercultural skills and the capacity for continued new learning.

Source: Hart Research Association, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, (Washington D.C.: Association of American Colleges and Universities, 2013).

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5A: SOCIOCULTURAL AND HISTORICAL PERSPECTIVES REQUIREMENT: 3 CREDIT HOURS

ANTH 1002	Culture, Nature, and Society	3 Hours
GEOG 1110	World Geography	3 Hours
GEOG 1120	Human Geography	3 Hours
HISUS 1023	History of the United States	3 Hours
SOC 1000	Introduction to Sociology	3 Hours
WGS 1040	Women's and Gender Studies	3 Hours

5B: INDIVIDUAL AND INSTITUTIONAL PERSPECTIVES REQUIREMENT: 3 CREDIT HOURS

ECON 1031*	Introduction to Economics	3 Hours
FAM SERV 1010	Human Identity and Relationships	3 Hours
POL AMER 1014	Introduction to American Politics	3 Hours
POS INTL 1024	International Relations	3 Hours
PSYCH 1001	Introduction to Psychology	3 Hours

* Satisfactory Completion of both ECON 1041 and ECON 1051 by all non-business majors and Business Teaching majors, through UNI or transfer, may substitute for ECON 1031.

5C: TOPICAL PERSPECTIVES REQUIREMENT: 3 CREDIT HOURS

EDPSYCH 2030	Dynamics of Human Development	3 Hours
POL GEN 1020	Contemporary Political Problems	3 Hours
SOC 1060	Social Problems	3 Hours
SOC SCI 1020	Women, Men, and Society	3 Hours
SW 1041/ SOC SCI 1041	Social Welfare: A World View	3 Hours
SW 2045/ SOC SCI 1045	American Racial & Ethnic Minorities	3 Hours

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2014 Category 6: Capstone Experience (cont.)

COURSE DESCRIPTIONS

CAP 3102 Living in our Techno-Social World—3 hrs.

Exploration of the complex relationships between technology and society. Students discover how social systems affect the nature and use of technology and how the nature and use of technology affect social systems.

CAP 3103 Multidisciplinary Perspectives on Genocide: Case Studies—3 hrs.

Introduces students to current perspectives on the Holocaust and other genocides from a variety of disciplines; examines the past and current significance of genocide to these disciplines and to the international community.

CAP 3105 Sacred Space—3 hrs. This course asks why certain space is considered sacred and what the effect of that sacred space is on the profane space around it. Takes an interdisciplinary approach, drawing on such fields as anthropology, art, architecture, history, and religion.

CAP 3106 Theatre in Education—3 hrs. Application of theatre performance and improvisation techniques to the teaching of a specific curricular topic intended for young audiences.

CAP 3110 Obesity and Diabetes: Science, Sociology, and Economics—2 hrs. Over the last 20 years Americans, as well as the rest of the world, have been gaining weight at an alarming rate. As a consequence, diseases such as diabetes, high blood pressure, stroke, heart attack, and kidney failure have become more prevalent. Discussion of the possible origins and examination of potential solutions for two pathologies—obesity and diabetes.

CAP 3121. Creativity and the Evolution of Culture—3 hrs. Explores creativity from a Systems Perspective—as achievement resulting from a confluence of the Individual, the Domain, and the Field. Investigates creativity's role in the advance of culture; provides student opportunities to enhance personal creativity.

CAP 3122 Building Communities: Developing Intentional Family Spaces—3 hrs. Students critically explore the impact of changing space needs of families on decision-making from a variety of disciplines. Particularly, contextual scenarios using a multidisciplinary perspective offer insights into how a 'house/residence' becomes a 'home' for diverse families.

CAP 3123 Greece: From the “Cradle of Democracy” to Today—3 hrs. A three-week, summer study-abroad and experiential learning course in Greece that allows students to experience Greece and its diverse cultural heritages from the perspectives of geography, history, religion, material culture and contemporary Greeks.

CAP 3124 Democracies—3 hrs. Addresses the varieties of democracy in theory and practice. Examines the threats to and opportunities for democracy posed by globalization. Studies relationships between democracy and various economic systems and geographical issues.

CAP 3125 Globalization, Cultural Pluralism & International Security—3 hrs. Addresses the impact of globalization and cultural pluralism on the quality of human life and international security. Special emphasis given to environmental, ethnic, and international migration issues.

CAP 3128. Ethics in Communication—3 hrs. Exploration of ethical dimensions and dilemmas in communication.

CAP 3129 Being National—3 hrs. This course examines the evolution of modern nations since the eighteenth century; the character of "being national" today in America, Europe, and other areas of the world; the powerful role that religion continues to play in national identity formation; the implications of globalization for national identity; how immigrants experience national identity; and, finally, the constructed and contingent nature of nations and national identity.

CAP 3130 Science & Pseudoscience: Critiquing the World Around You—3 hrs. Daily, we are bombarded with interesting and novel breakthroughs and findings, for which these claims may or may not be true. This course builds off student knowledge to apply critical thinking and scientific analysis to controversial topics from various disciplines in the world around us.

CAP 3131 Analysis of Social Issues—3 hrs. Critical thinking skills applied to rhetoric about issues confronting society. How to use philosophy, logic, social science and natural science to critique arguments and engage in meaningful discourse.

CAP 3132 Medicine, Mortality & Society—3 hrs. Interdisciplinary study of how health and illness are socially constructed realities. Elaborates on student's previous university experiences and develops her/his understanding of how the experience of health and illness are socially influenced.

CAP 3134 Back in the Valley: Martin Luther King, Jr. & the 21st Century—3 hrs. Using the social thought and action of Martin Luther King, Jr., as an analytical backdrop, students explore the socioeconomic and political context in the United States today. Students will be required to examine their own moral development, social thinking, faith perspectives, and decision-making processes. Students are required to investigate what community resources are available for the disadvantaged.

2014 Category 6: Capstone Experience (cont.)

COURSE DESCRIPTIONS

CAP 3140 Environment, Technology & Society—2 hrs.

Emphasis on relationships and interactions of physical, biological, technological, and cultural components of environment. Elaborates on student's previous university experience and develops environmental literacy.

- Prerequisite(s): student must have satisfied university entrance requirements in English and Mathematics; completion of both LAC Life and Physical Sciences.

CAP 3144/ENGLISH 3144 Genocide in Writing and Film—3 hrs.

Exploration of the complex interaction among occurrences of genocide, memory of them (individual, collective, and cultural), and print and cinematic representations of these historical events. Emphasis on how writing and film have shaped audience awareness and understanding of different genocides as well as individual, collective, and cultural responses to them.

CAP 3148 The Holocaust in Literature and Film—3 hrs.

Examination of the different perspectives and developments of Jewish and non-Jewish voices in response to the Holocaust experience in literature and film within the context of the German-speaking cultures and beyond.

CAP 3151 Money, Sex & Power: Theories of Race, Class & Gender—3 hrs. Examination of social and ethical aspects of oppression and privilege in personal and political life. Study of concepts and meaning of categories such as race, ethnicity, class, gender and sexuality, and evaluation of strategies of resistance and/or accommodation.

CAP 3152 Complimentary, Alternative & Integrative Health—3 hrs. Introduction to the concepts, theoretical basis, evidence-based analysis, and challenges and issues in integrative health and complementary and alternative medical practices (CAM). Integrative, alternative, and complementary medicine covers a broad range of healing philosophies, approaches, and therapies involving the use of holistic or culturally-specific health services and practices in the treatment of illness and disease and embraces an expanded concept of health and illness.

CAP 3154 /BUSINESS 3154 Global Skills—2-3 hrs. Combines cultural immersion with practical techniques and a liberal arts education to develop the interpersonal competency necessary to work effectively with individuals from around the world.

CAP 3155 Socio-Economic Reality of Central America—2 hrs. Focus on the impact of culture in the work environment and the social and economic environment of Central America to explore how culture might impact a country's economic status in the global economy.

CAP 3158 The Water Planet—3 hrs. Investigates the interconnected role water, as a natural resource, plays at the junction between the social and physical environments of Earth. Topics include issues of water resources related to scientific, engineering, political, cultural, economic, and legal matters.

CAP 3159/ BUSINESS 3159 Managing Energy and Sustainability for the Organization—3 hrs. All organizations use energy. All organizations purchase energy. Few organizations know how to effectively manage energy. In today's environment, where climate change is an obvious indication that we need to re-think energy use, this course can provide insights on how to help any organization, decrease energy usage and move to more sustainable operations.

CAP 3159/ENGLISH 3159 The Myth of Ireland: Literature, Culture, and History—3 hrs. This class focuses on Irish and Irish American literature, taking advantage whenever possible of Irish locations that relate to the material. The course examines the development of modern Ireland through literature, focusing on issues including Irish-American immigration, "the Troubles," and the relationship between urban and rural areas in Ireland.

CAP 3159/RELS 3159/PHIL 3159 Monsters, Vampires, and Religion: An Awesome Alliance—3 hrs. As they read Timothy Beal's *Religion and Its Monsters*, Bram Stoker's *Dracula*, and Mary Shelley's *Frankenstein*, students will enhance their knowledge of the role monsters play in religion and develop proficiency in recognizing and analyzing religious undercurrents in our contemporary fascination with monsters and vampires. Students may draw on skills/interests from their majors to complete a group project about monsters or vampires in a contemporary novel.

CAP 3160 Community and Public Health—3 hrs. Examination of the major public health issues facing the U.S. and world population. Investigation of major public health initiatives, public policy, and ethical issues related to public health.

CAP 3165/GER 3334/TESOL 3565 Intercultural Perspectives—3 hrs. An interdisciplinary approach for understanding intercultural perspectives and developing effective intercultural skills for meeting the challenges of today's interconnectedness of societies and cultures both locally and globally.

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