

Transfer Requirements Guide for Kinesiology – Semester System

UIC's undergraduate program in kinesiology offers concentrations in movement science and exercise and fitness. The movement science concentration is intended for students who want a strong academic program focusing on the human body. This degree prepares graduates for the rigors of graduate school and postgraduate professional training in areas such as medicine, occupational therapy, and physical therapy. The concentration in Exercise and Fitness prepares students for positions in the industry of fitness and exercise such as fitness club managers, specialized group fitness instructors, personal trainers, sports medicine assistants, and strength and conditioning instructors and coaches. The exercise and fitness concentration also provides a solid foundation for postgraduate work in physical therapy, occupational therapy, exercise physiology and other clinically-related graduate programs.

Transfer Admission Guidelines & Equivalency Guide

In all transferrable course work applicants must earn a minimum cumulative grade point average of: 2.50/4.0 (A=4.0) and at least 24 semester hours at time of application and 36 semester hours at time of enrollment (54 quarter hours). Admission is competitive.

Minimum transfer requirements at time of application:

- English Composition (6) hours
- Pre-calculus **OR** College Algebra and Trigonometry (3-5 hours)
- Principles/General Biology I w/lab (4-5 hrs.)
- Introduction to Psychology (3-4 hrs.)
- One course (3 hours) in three of the following four categories:
 - Understanding The Past,
 - Exploring World Cultures,
 - Understanding U.S. Society,
 - Understanding The Creative Arts

Transfer Admission requirements are subject to change. Students should concentrate only on the basic course requirements. We strongly recommend that students choose a maximum of 60 semester hours on this guide to maximize the transferability of coursework. Students must earn the final 60 semester hours of a bachelor degree at a baccalaureate degree granting institution. **This guide is based on UIC's 2009-11 catalog and is valid for students who enroll through Fall 2012.**

ENGLISH COMPOSITION I & II: Students must demonstrate proficiency in written English by earning passing grades in English Composition I & II.

PRECALCULUS / OR COLLEGE ALGEBRA AND TRIGONOMETRY: Content should include logarithms, radicals, graphing of rational functions, complex numbers, trigonometry, DeMoivre's formula, theory of equations, sequences, systems of linear equations.

GENERAL BIOLOGY I: Content should include the processes of cellular and organism function: cell structure, respiration, photosynthesis, molecular genetics and development, structure and physiology of plants and animals. Lecture and a Laboratory course are required. **To receive full credit for this course it should be intended and accepted in all science majors/disciplines. Enrolling in a biology course for non-majors will result in additional biology course work.**

INTRODUCTION TO PSYCHOLOGY: Content should include a survey of basic concepts of contemporary psychology; introduction to the nervous system, perception, motivation, learning and memory, social behavior, personality, developmental and clinical psychology.

General Education Course Equivalency Table

UIC general education requirements changed beginning in Fall 2007. Transfer students who enroll at UIC through Spring 2009 will be allowed to follow either the GE pattern used prior to Fall 2007 or the new GE pattern adopted for Fall 2007. Transfer students who enroll at UIC in Fall 2009 or later will be required to follow the GE pattern adopted for Fall 2007.

Use the following tables to estimate how UIC might accept any general education courses you may have already completed. Acceptable courses and credit hours may vary by institution. UIC recommends that students contact a pre-admission counselor in Undergraduate Admissions at (312) 996-4350 **before** choosing any courses. Only lower-division, introductory courses will be accepted for general education. **If a course is listed in more than one category, that course may only fulfill the requirement in one category.**

UNDERSTANDING THE PAST:

The study of past events and ideas enables students to view the present within the context of the past, appreciate both the liberating and constraining features of tradition, and understand what forces have affected their own lives as well as those of peoples in different cultures.

The objects of study in these courses include the human past and its historical record; the emergence and transformation of nations, states, ideas, and civilizations; traditions and modes of human thought; the relationship between ideas and practices; and the implications of scientific discovery and technological innovation.

Courses in this category should have as their primary focus significant past events. They should be designed to facilitate the students' ability to do one or more of the following:

1. Understand the implication and meaning of technological innovation and scientific discovery for the development of human society.
2. Critically analyze the cultural, economic, geographical, and political processes that influenced historical events.
3. Recognize, describe, and explain the nature of past historical events and their consequences for the present.
4. Examine the relationship between individuals and past events, their interactions, and the repercussions of these interactions.
5. Understand and explain the significance and influence of the past and its connection to current political, scientific, and cultural forces.

Courses may include:

African American History	Western Civilization	History of France
Intro to Archaeology	U.S. History	History of Spain
Intro. to Anthropology	World History	History of Poland
Greek Civilization	East Asian Civilization	Native American Studies
Roman Civilization	Latin American History	Intro to Theatre
Intro. to Shakespeare	Middle Eastern Civilization	
Cultural History of Modern Greece	European History	

UNDERSTANDING U.S. SOCIETY:

The United States is a country that is often characterized by its diversity, including diversity of cultures, religions, classes, racial and ethnic backgrounds, and gender practices. The aim of this category is to study these diversities, explore the principles and experiences that unite us in the face of them, and perhaps most importantly, to examine critically the social, cultural, and political tensions that arise between that which unites and that which divides us. The goal is thus to understand our society and our political and economic systems, whether to gain knowledge of the past events that have shaped current ones, to gain the means to evaluate critically current policy and to shape future ones, or to develop a deeper understanding of the complexities of our current communities.

Courses in this category should address some significant aspect of U.S. society as their central focus. They should be designed to facilitate the students' ability to do one or more of the following:

1. Analyze aspects of U.S. society.
2. Analyze the communicative, political, social, economic, or cultural systems in the U.S.
3. Explore the diverse communities—racial, ethnic, class, gender, religious, and sexual—that define cultural and political life in the United States.
4. Critically examine the tensions among various groups within U.S. society.
5. Explore contemporary governmental policies.
6. Analyze the role and influence of the U.S. in the world.
7. Study events, ideas, or movements that have influenced U.S. society.

Courses may include:

African American History	Native American Literature	Native American Studies
Intro. to African American Literature	Asian American Literature	Intro. to American Government & Politics
Intro. to Criminal Justice	Geography of the U.S. & Canada	Intro. to Sociology
Microeconomics	U.S. History	Social Problems
Macroeconomics	Intro. to Latino Studies	Intro. to Urban Studies

EXPLORING WORLD CULTURES:

A global society demands that individuals gain an appreciation of cultures that are different from their own. Courses in this category explore how cultures function and how they may arise and change, whether through the internationalization of economies, social or political forces, changes in environment, or the development of new technologies. Further, these courses aim to provide students with the necessary tools to study and evaluate disparate social systems and cultural products.

Courses in this category should address significant aspects of any culture that is not part of the mainstream American culture. They should be designed to facilitate the students' ability to do one or more of the following:

1. Analyze a culture, including its political, social, ethical, communicative, or economic systems.
2. Analyze how cultures are formed, transmitted, and changed.
3. Compare different cultures.
4. Explore the values or cultural products of non-U.S. cultures.
5. Analyze the influence of other cultures upon U.S. culture.

Courses may include:

Intro. to Archaeology	World History	Native American Studies
Intro. to Social & Cultural Anthropology	East Asian Civilization	Intro. to Comparative Politics
French Literature in Translation	Intro to North American Indian History	International Relations
Intro. to French Literature	African Civilization	Spanish Literature in Translation
World Regional Geography	Latin American History	
Intro. to Cultural Geography	Middle Eastern Civilization	

UNDERSTANDING THE CREATIVE ARTS:

Courses in literature (e.g., fiction, poetry, drama), the arts (e.g., painting, sculpture, architecture, design, music, theatre and dance, film, photography, new media) and philosophy examine materials that explore and express the potential of the human imagination. Courses fulfilling this requirement acquaint students with issues involved in making, interpreting, analyzing, and evaluating written texts, musical works, visual and material culture, performing arts, and other media presentations in the context of the histories and cultures that have shaped and been shaped by their production. The aim is to develop the ability to read, experience, and view carefully, to think critically, to argue cogently and to communicate ideas effectively in written and oral form.

All cultures create stories, images, objects, built environments, dramas, music, etc. The study of such cultural products is an area with its own questions, techniques, and traditions. A student taking courses in this area can expect to study, in close detail, a number of significant works of literature, art or other media. Courses in this category should facilitate a student's ability to address one or more of the following questions:

1. Basic issues of interpretation. How does a work mean anything? How does one determine meaning? How can a work have numerous meanings, often at the same time?
2. Questions of poetics. How do the traditions of genres and forms, materials and means of production, and philosophies and theories influence individual literary and artistic works and their interpretation?
3. Questions of value. How can such creative works be evaluated? How are critical vocabularies developed? How does a work come to be called a "classic"? How do new works and genres become accepted as art?
4. Questions of cultural and historical context. How do creative works relate to the societies in which they are produced and received? How do cultural roles of creative products, definitions of art, institutions, markets, and patronage affect the creation of works of architecture, art, music, literature, and other media?

Courses may include:

African American Literature	English & American Fiction	Polish Literature in Translation
Art History	Intro. to Shakespeare	Russian Literature in Translation
Greek Civilization	Intro. to Germanic Cultures & Literature	Intro. to Russian Cinema
American Literature	Italian Cinema	Latin American Literature in Translation
British Literature	Intro. to Music	Intro. to Theatre
English & American Poetry	Music Theory	French Literature
English & American Drama	Music Literature	

Additional Course Work Equivalency Guide

The courses below may or may not be needed for the degree depending on the concentration you wish to choose. Please review the concentration course work before taking one of the below courses.

ANATOMY AND PHYSIOLOGY I & II: This course is a core Kinesiology course in the major. It is the foundation to all upper level kinesiology courses, therefore it is recommended that this course be taken as part of a UIC student's program outline or that the sequence is completed in its entirety at another institution.

Anatomy and Physiology I: The structure and function of mammalian cells and tissues and human skeletal, muscular and nervous systems are discussed. Integrating the functions of the various systems is emphasized. Should include a laboratory course.

Anatomy and Physiology II: The structure and function of the human endocrine, circulatory, respiratory, digestive, sensory, and reproductive systems are discussed. Integrating the functions of the various systems is emphasized. Should include a laboratory course.

GENERAL CHEMISTRY I & II: If General Chemistry I has been completed it is HIGHLY recommended that you complete the sequence (CHEM II) at the same institution. **Placement exams will be required if only one semester of chemistry is completed.** Organic Chemistry is not a part of your general chemistry year long sequence and may not need a placement exam.

General Chemistry I: Topics in general chemistry, including stoichiometry, periodicity, reaction types, the gaseous state, solution stoichiometry, chemical equilibria, acid-base equilibria, dissolution-precipitation equilibria. All Chemistry courses should include a laboratory course.

General Chemistry II: Topics in general chemistry including phase transitions, thermochemistry, spontaneity/equilibrium, electrochemistry, kinetics, bonding, order/symmetry in condensed phases, coordination compounds, descriptive chemistry. All Chemistry courses should include a laboratory course.

STATISTICS: An introduction to statistics and the scientific method, including the application of selected statistical treatments to gain minimal competence to review and interpret results from published research. Most general statistics courses are accepted.

NUTRITION: Provides a foundation in the basic principles of human nutrition in maintaining and promoting health through good dietary choices.

FITNESS ASSESSMENT: This introductory-level course deals with screening and assessing fitness components necessary to assess posture, body composition, strength, flexibility and cardio-respiratory endurance. Extensive use of instrumentation is desired in a course completed.

INSTRUCTIONAL TECHNIQUES TO FITNESS: Development of instructional techniques for a variety of activities related to health promotion. Course includes planning and teaching techniques for developing programs in fitness using a variety of exercise modalities.

GENERAL BIOLOGY II: Content of course includes species concepts, natural selection, phylogeny, models of population growth, transmission genetics, gene frequency, adaptation, interactions among species in a community, biomes and climate, ecosystem processes, and human impacts on the environment. This course is intended for science majors and should have a laboratory component.

GENERAL PHYSICS I: Content may include the following: One-dimensional and two-dimensional kinematics; Newton's laws; momentum; work and energy; torque and angular momentum; rotational dynamics; universal gravitation; oscillations; waves; physical optics; special relativity. **If you are interested in pursuing a graduate program it is recommended to view the requirements mandated by the professional program and follow those physics requirements which should generally suffice the requirements for the degree.**

Worksheet Guide

Enter department abbreviations and course numbers below as you complete course work. Total the hours earned for each requirement in the blank spaces along the right margin and total all transferrable hours at the bottom.

	Dept. & Course #	Dept. & Course #	Total Hours
UNIVERSITY WRITING REQUIREMENT			
-- English Composition I & II (Required for Admission)	_____	_____	_____
ANALYZING THE NATURAL WORLD			
-- General Biology I (Required for Admission)		_____	_____
UNDERSTANDING THE INDIVIDUAL AND SOCIETY			
-- Introduction to Psychology (Required for Admission)		_____	_____
UNDERSTANDING THE PAST (3 sem. hrs.)			
(See reverse for approved courses)		_____	_____
UNDERSTANDING THE CREATIVE ARTS (3 sem. hrs.)			
(See reverse for approved courses)		_____	_____
UNDERSTANDING U.S. SOCIETY (3 sem. hrs.)			
(See reverse for approved courses)		_____	_____
EXPLORING WORLD CULTURES (3 sem. hrs.)			
See reverse for approved courses.		_____	_____
KINESIOLOGY COMMON CORE			
-- Human Anatomy & Physiology I & II	_____	_____	_____
-- Nutrition		_____	_____
EXERCISE AND FITNESS CONCENTRATION			
-- Precalculus OR			
-- College Algebra & Trigonometry		_____	
(Required for Admission)			
-- Instructional Techniques in Fitness		_____	
-- Fitness Assessment		_____	
-- Statistics		_____	_____
MOVEMENT SCIENCE CONCENTRATION			
-- General Biology II		_____	
-- General College Chemistry I & II		_____	
(Highly Recommended prior to UIC enrollment)			
-- Calculus I		_____	
(Highly Recommended for Admission)			
-- General Physics I		_____	
-- Organic Chemistry I		_____	
-- Statistics	_____	_____	_____
EXERCISE AND FITNESS CONCENTRATION			
FREE ELECTIVES (10-12 sem. hrs.)	_____	_____	_____
MOVEMENT SCIENCE CONCENTRATION			
FREE ELECTIVES (9 sem. hrs.)	_____	_____	_____
		GRAND TOTAL	_____