

INTRODUCTON OF THE GENERAL EDUCATION PROPOSAL FOR THE SEPTEMBER 22, 2003 FACULTY SENATE MEETING

The following revision of the General Education requirements was approved by the Undergraduate Council in a special called meeting on September 9, 2003. Pending Faculty Senate approval, this revision will appear in the 2004-05 *Undergraduate Catalog* along with any additional courses that are approved for one of the course lists at the February 3 meeting of the Undergraduate Council.

Departments that wish to have courses considered for approval are invited to submit a request to the appropriate subcommittee. The Undergraduate Council website <http://web.utk.edu/~ugcouncil/> will include information for submitting requests and will be posted in the near future. We will post a message on the new @tennessee newsletter to inform faculty when the submission information is available. In addition, we will post a GENED FAQ section on the Undergraduate Council website.

Overview of the Proposed Changes to the UT General Education Curriculum

The Undergraduate Council and its General Education subcommittee are proposing a change to the University of Tennessee General Education requirement. This change is based on a thorough process of review and reflection and builds on the work presented to the faculty in November 2001. Specifically, this proposal outlines an initial set of courses and a process for on-going review of the General Education curriculum and its components (Basic Skills and Broadened Perspectives). This proposal allows for a more dynamic approach to monitoring and sustaining the General Education curriculum via faculty subcommittees working to review and recommend the addition of courses appropriate for the General Education curriculum. In addition, this proposal increases the requirements for communication with the addition of oral communication and an increase in the requirement for communicating through writing. This change is in keeping with feedback from alumni and employers, national trends, and accreditation requirements. The new Cultures and Civilizations component includes content that bridges the former Historical Studies and Foreign Languages components. There is no direct counterpart for the Integrative Studies component in the new curriculum. However, the content from the former Integrative Studies component may emerge in several areas of the Broadened Perspectives or in the Basic Skills areas of written and oral communication. A chart comparing the current and proposed General Education curriculum outlines the differences in the broad areas comprising the curriculum.

Comparison of Current and Proposed General Education Requirement: (Approximately 42 hours)

Current (14 courses)

English Composition (2 courses)

Proposed (14 courses)

Basic Skills:

Communicating Through Writing (3 courses)

(ENG 101 & 102 or equivalent and a course designated as writing intensive)

Communicating Orally (1 course)

Mathematical Sciences (2 courses)

Quantitative Reasoning (2 courses)

Broadened Perspectives:

Historical Studies (2 courses)

Cultures & Civilizations (2 courses)

Foreign Languages (2 courses)

OR

Integrative Studies (2 courses)

No specific areas required under current curriculum hence no direct counterpart

Humanities & The Arts (2 courses)

Arts & Humanities (2 courses)

Social Sciences (2 courses)

Social Sciences (2 courses)

Natural Sciences (2 courses)

Natural Sciences (2 courses)

Benefits and value-added by making this change include:

- Addition of oral communication as a component of general education (in keeping with SACS)
- Additional emphasis on communication through writing
- Emphasis on information literacy
- Greater specificity on broadened perspectives (fine-tuned courses and lists of courses)
- Increased opportunities for linking general education with coursework in the major (writing, oral communication, quantitative reasoning, etc.)
- University-wide implementation of the quantitative reasoning requirement
- Increased campus-wide awareness of general education

On-going Undergraduate Council and faculty roles in sustaining General Education:

- Refining process for on-going review of courses for general education
- Practicing “Intentionality” in the delivery of general education courses
- Linking coursework in the major to the general education core
- Specifying and measuring desired outcomes
- Linking the UT General Education curriculum with other efforts in TN (congruent with but unique as compared to Tennessee Board of Regents system)
- Involving undergraduates in research (longer-term but important to consider)
- Identifying resources to implement changes