

# GENERAL EDUCATION PROPOSAL<sup>1</sup>

DRAFT 9/9/03

On page 19 of the 2003-04 *Undergraduate Catalog*, replace the existing University General Education Requirement with the following Statement of Purpose and Outcomes and requirements.

**Statement of Purpose:** General education provides the foundation for successful academic study, for lifelong learning, and for carrying out the duties of local, national, and global citizenship. By building basic skills in communication, analysis, and computation as well as by broadening students' historical and cultural perspectives, the general education curriculum helps students acquire an understanding of both self and society, and thus contributes to their personal enrichment while enrolled and after graduation.

The University of Tennessee's general education program has been designed to enable the student to move among colleges within the university or to move to another institution of higher learning. Although it will provide the students with the skills required by college study, those skills are specific neither to UT nor to a particular major or career path.

**Outcomes:** The program is expected to produce the following outcomes for the students.

**Building Basic Skills:** Because the hallmark of the educated person is the ability to think independently, students must be trained to acquire, evaluate, and use information.

\* Students must be able to **acquire** information by conducting independent research, both in a conventional library setting and through the use of the rapidly developing electronic technologies, including data bases and internet resources.

\* Students must then learn to **evaluate** the reliability, accuracy, and logical soundness of that information. The students will be taught to apply evaluative techniques to statistical and rhetorical presentations in arts, humanities, natural sciences, and social sciences.

\* Students must be trained to **use** the information that they have acquired. They must write clearly, speak convincingly, and solve problems using creative approaches.

**Developing Broadened Perspectives:** General education should help students develop habits of self-examination in the context of the individual's relationship to family, community, society, and world. To this end, general education should also help foster a commitment to respecting the diversity of personal and cultural values.

\* Students should be able to explain their own values and beliefs, as well as to understand the histories and cultures behind those values. Students should also develop a commitment to lifelong learning so that they may continue to examine the relationships between their personal perspectives and the perspectives that arise from other cultures.

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<sup>1</sup>This proposal is built upon the proposal that was accepted by the Undergraduate Council "in principle" on November 29, 2001.

\* Students should strengthen their sensitivity to cultural diversity by learning other languages, which can provide them with a gateway to the histories and traditions of other cultures, both within and outside the United States; and by understanding the dynamic nature of a multicultural world through interdisciplinary perspectives.

## **The General Education requirements are:**

### **A. For Building Basic Skills**

**I. Communicating through Writing** (3 courses) Good writing skills enable students to create and share ideas, investigate and describe values, and record discoveries – all skills that are necessary not only for professional success but also for personal fulfillment in a world where communication increasingly takes place through electronic media. Students must be able to identify areas for inquiry, locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically. They must be able to write correctly, and they must be aware that different audiences and purposes call for different rhetorical responses. To satisfy this requirement, students take the first-year composition sequence and, upon completion of English 101 & 102 or their equivalent, take one other course designated as "writing intensive" (W) in the undergraduate catalogue. The writing intensive courses can be within the student's major or an elective. In order to gain a "W" designation, courses shall require formal and informal writing assignments that total 5,000 words. *A "W" designation will be awarded by a standing subcommittee of the General Education Committee of the Undergraduate Council after review of course syllabi.*

**II. Communicating Orally** (1 course): The ability to communicate one's ideas orally is as important as the ability to express them well in writing. The well-educated person should be able to speak in an informative and/or convincing manner to other individuals and to groups, both small and large. Being able to express one's thoughts clearly has always been a critical component of good citizenship. Students should be able to locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically in public address. This requirement may be completed by (1) Completion of Speech Communication 210 or 240 **OR** (2) completion of a course with an "O" designation. Courses that include an oral communication component in appropriate assignments as well as meet the specific communication theory and practice needs in a major or discipline will be awarded an "O" designation by a standing subcommittee of the General Education Committee of the Undergraduate Council.

**III. Quantitative Reasoning** (2 courses): In today's world, arguments and claims often rely for support on scientific studies and statistical evidence. Students should possess the mathematical and quantitative skills to evaluate such evidence. Furthermore, students should possess the skills both to recognize the quantitative dimension of problems and to use mathematical reasoning to formulate and solve the problem. Finally, students need strong quantitative skills because they are indispensable in managing everyday-life situations. This requirement may be completed by either (1) taking two math or statistics courses from the list below, or (2) taking one math course from the list and one course designated in the undergraduate catalog as having a quantitative component (Q). The course designated as having a quantitative component may be within the student's major or an elective. A "*Q*" designation will be awarded by a standing subcommittee of the General Education Committee of the Undergraduate Council after review of course syllabi.

Math 110, 115, 123, 125, 141, 142, 147, 148, 151, 152, 202  
Stat 201, 207

Preferably these courses would be taken in one of the following pairings:

Math 110 and 115  
Math 123 and 125  
Math 141 and 142  
Math 147 and 148  
Math 151 and 152,  
Math 125, 141 or 147 and Stat 201 or 207  
Math 115 and 123 or 125 or 202

## **B. For Developing Broadened Perspectives:**

**I. Natural Sciences.** (2 courses): As science and technology come to play an increasingly important role in contemporary life, it is essential for all educated persons to have a fundamental understanding of science and its methods. All students should be familiar with one or more scientific disciplines and the role of science in contemporary society. Such familiarity may be gained through acquisition of knowledge of a discipline's basic vocabulary, chief discoveries, and fundamental principles; exposure to a discipline's experimental techniques; and the ability to analyze issues with scientific dimensions. This requirement is satisfied by taking two courses from the approved list. At least one of the courses must have a laboratory.

Astronomy 151-152 Introductory Astronomy

Astronomy 161-162 Introductory Astronomy with Laboratory

Astronomy 217-218 Honors: Introductory Astronomy

Biology 101-102 Humankind in a Biotic World

Biology 130 Biodiversity

Biology 140 Organization and Function of the Cell

Botany 110-120 General Botany

Chemistry 100 Principles of Chemistry

Chemistry 110 Introduction to Organic and Biochemistry

Chemistry 120-130 General Chemistry

Chemistry 128-138 Honors: General Chemistry

Entomology and Plant Pathology 201- Impact of Insects and Plant Diseases on Human Society

Geography 131-132 Geography of the Natural Environment

Geology 101 The Dynamic Earth

Geology 102 Earth, Life and Time

Geology 103 the Earth's Environment

Geology 107 Honors: The Dynamic Earth

Geology 108 Honors: Earth, Life and Time

Microbiology 210 General Microbiology

Nutrition 100 Introductory Nutrition

Physics 101-102 How Things Work

Physics 161 Elements of Physics

Physics 135-136 Introduction to Physics for Physical Science and Mathematics

Majors

Physics 137-138 Honors: Fundamentals of Physics for Physics Majors

Physics 221-222 Elements of Physics

Physics 231-232 Fundamentals of Physics

*A subcommittee of the General Education Committee will be formed and charged with management of the courses to be included on the list.*

**II. Arts and Humanities** (2 courses): To live well in the present, one must have an acquaintance with the past, especially with the cultural achievements that are the

distinctive hallmarks of all human societies. An appreciation of art, music, theater, literature, and philosophy will not only enrich the lives of students, but it will also help them understand their own and other's aspirations, both in a historical and a contemporary context. This requirement is satisfied by taking two courses from the list below.

Classics 232, 233, 253  
English 201, 202, 221, 222, 231, 232, 233, 251, 252, 253, 254  
Art History 162, 172, 173, 183  
Music History 110, 115, 120, 125, 290  
Theatre 100

*A subcommittee of the General Education Committee will be formed and charged with management of the courses to be included on the list.*

**III. Social Sciences** (2 courses): The goal of the social sciences is to help us understand the way that we live, especially the relation between the individual and the group, sometimes from an historical but often from a contemporary perspective. Vital to the continued health and success of our society is an understanding of the complex individual, political, and social dynamics that make up the modern world. Students should not only have knowledge of the principal concerns of the social sciences, but they should also understand the methods by which social scientists collect and evaluate knowledge. This requirement is satisfied by taking two courses from the following list.

Anthropology 130 Cultural Anthropology  
Child and Family studies 210 Human Development  
Child and Family Studies 220 Marriage and Family: Roles and Relationships  
Economics 201 (Honors 207) Introductory Economics  
Political Science 102 Introduction to Political Science  
Psychology 110 (Honors 117) General Psychology  
Sociology 110 (Honors 117) Social Problems and Social Change  
Sociology 120 (Honors 127) General Sociology

*A subcommittee of the General Education Committee will be formed and charged with management of the courses to be included on the list.*

**IV. Cultures and Civilizations** (2 courses): Knowledge of foreign languages and cultures and their histories have long been required of educated people. Today

technologies of travel and communication create global communities, and so increase the importance of this knowledge. While it is not possible to become expert in all cultures and civilizations, a perspective on which to build knowledge over a lifetime can be gained by study of foreign languages and the study of the cultures and histories of their speakers. This perspective improves the ability of students to function effectively in the global community of the twenty-first century by developing an appreciation of linguistic, historical, and cultural diversity. This requirement is satisfied by taking two courses from the following list or two courses in a foreign language at the intermediate level.

African and African-American Studies 235-236 Introduction to African Studies  
Asian Studies 101-102 Asian Civilization  
Classics 201 Introduction to Classical Civilization  
Geography 101-102 World Geography  
History 241-242 Development of Western Civilization  
History 247-248 Honors: Development of Western Civilization  
History 261-262 A History of World Civilization  
Latin American Studies 251-252 Introduction to Latin American Studies  
Medieval Studies 201-202 Medieval Civilization  
Religious Studies 101 World Religions in History  
Religious Studies 102 The Comparison of World Religions  
Sociology 250 Global Studies

**Intermediate Foreign Language Courses:**

Asian Studies 221-222 Intermediate Modern Standard Arabic I, II  
Asian Studies 241-242 Intermediate Modern Hebrew I, II  
Asian Studies 261-262 Intermediate Persian  
Chinese 231-232 Intermediate Chinese I, II  
French 211-212 (Honors 217-218) Intermediate French  
German 201-202 Intermediate German  
Greek (Classics) 261-264 Intermediate Greek  
Italian 211-212 Intermediate Italian  
Japanese 251-252 Intermediate Japanese  
Latin (Classics) 251-252 Intermediate Latin  
Portuguese 211, 212 Intermediate Portuguese  
Russian 201, 202 Intermediate Russian  
Spanish 211, 212 (Honors 217 – 218) Intermediate Spanish

*A subcommittee of the General Education Committee will be formed and charged with management of the courses to be included on the list.*