

# Memo

To: Faculty Senate  
From: Bonnie Warren-Kring, General Education Committee Chair  
Date: May 2007  
Re: General Education Committee 2006-2007 Report

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Review of General Education Committee activities for 2006 – 2007.

- Reviewed 12 student petitions (see Attachment A).
- Completed reviews of 25 courses for recertification. One course (SOC 220) was decertified and two courses (CLS 310 and MATH 214) are no longer courses. One course (PHYS 104/84) was placed on probation. All other reviewed courses were recertified. (see Attachment B)
- We are in the process of revising the General Education website
- Continued progress toward the development of a General Education assessment process to support SACS. The General Education Assessment Sub-committee (Dorothy Williams, Chair) has presented a proposal to the Faculty Senate for their review (Attachment D). Also the list of General Education competencies has been solidified and is a part of this document.  
*The list will be presented to the Faculty next year as part of the General Education Assessment process.*
- A Capstone course for General Education is in the process of being developed by a sub-committee with co-chairs Dr. Lynn Ourth and Dr. Jim Hiestand. A report is shown in Attachment C.
- Initiated the development of a policy to allow students to test out of ENGL 122. The proposal was presented to the Faculty Senate at the beginning of the fall 2006 and was voted on for approval.

Respectfully Submitted

Bonnie Warren-Kring, Ed.D.  
UTC General Education Committee Chair

Revision:		6/28/2007 15:40							
Recertification Schedule for Gen Ed Courses									
Category	#	Course #	Course Title	Recertification Dates			Comments	Responsibility	
				Last	Next	Recert Review			
English	4	ENGL 121	Rhetoric and Composition	2002-2003	2008-2009				
		ENGL 122	Rhetoric and Composition	2002-2003	2008-2009				
		UHON 101 (6)	Humanities I	2003-2004	2009-2010				
		UHON 102 (6)	Humanities II	2002-2003	2008-2009				
Cult&Civ West Humanities	11								
		ENGL 113	Western Humanities I	2004-2005	2010-2011				
		ENGL 115	Western Humanities II		2006-2007	Spring 2007	Recertified	Aborn	
		ENGL 203	Literature of the Humanities (WH I)	2002-2003	2009-2010				
		ENGL 204		2002-2003	2009-2010				
		PHIL 101	Western Philosophical Traditions I	2003-2004	2009-2010				
		PHIL 102	Western Philosophical Traditions II		2009-2010				
		PHIL 113	Western Humanities I		2006-2007	Spring 2007	Recertified	Ourth	
		PHIL 115	Western Humanities II		2007-2008				
		UHON 101 (6)	Humanities I	2003-2004	2009-2010				
		UHON 102 (6)	Humanities II	2002-2003	2008-2009				
Cult&Civ Non Western	13	ANTH 208	Cultural Anthropology	2002-2003	2008-2009				
		ANTH 333	Peoples and Cultures of India	2004-2005	2009-2010				
		ENGL 316	African Literature	2003-2004	2009-2010				
		GEOG 103	World Geography	2004-2005					
		HECO 333	Food and Culture	2003-2004	2009-2010				
		MUS 311	Musics of the World	2004-2005					
		POLS 104	Politics, Culture, and Society: Non-Western Views		2006-2007	Spring 2007	Recertified	Bromley	
		REL 211	Religions of the East		2006-2007	Spring 2007	Recertified	Ourth	
		UHON 216	Traditions of Latin America		2007-2008				
		UHON 217	The Chinese and Japanese Traditions		2007-2008				
		UHON 218	The Tradition of India	2004-2005	2008-2009				
		UHON 219	Africa Through Its Literature	2002-2003	2008-2009				
		ENGL219??							
Cult&Civ World History	3	HIST 103	World Civilizations I		2009-2010				
		HIST 104	World Civilizations II	2004-2005	2010-2011				
		HIST105	World Civilizations III	2004-2005	2010-2011				

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2. Humanities	28	CLS 310	The Greco-Roman World		2006-2007	Spring 2007	no longer a course	Boer		
		CLS 396	Classical Methodology		2006-2007	Spring 2007	Recertified	Boer		
		CPSC 385	Ethical and Social Issues in Computing		2007-2008					
		ENGL 131	Values in 20th Century Fiction		2007-2008					
		ENGL 133	Introduction to Literature	2004-2005	2002-2003					
		ENGL 207	Shakespeare: an Introduction	2002-2003	2008-2009					
		ENGL 211	Survey of English Literature to 1800	2003-2004	2009-2010					
		ENGL 212	Survey of English Literature since 1800	2003-2004	2009-2010					
		ENGL 213	American Literature to 1855	2004-2005	2010-2011					
		ENGL 214	American Literature to 1855	2004-2005	2004-2005					
		ENGL 219	African-American Literature		2006-2007	Spring 2007	Recertified	Jones		
		ENGL 257	The Romantic Experience		2006-2007	Spring 2007	Recertified	Jones		
		ENGL 331	American Women Writers		2007-2008					
		ENGL 335 / HUM 335	African-American Slave Narrative Tradition		2007-2008					
		HIST 203	United States History to 1865	2004-2005	2008-2009					
		HIST 204	United States History from 1865	2003-2004	2009-2010					
		PHIL 221	Introduction to Ethics		2006-2007	Spring 2007	Recertified	Ourth		
		PHIL 425	Ethics and the Professions		2006-2007	Spring 2007	Recertified	Ourth		
		REL 103	Introduction to the Study of Religion		2007-2008					
		REL 110	Introduction to Western Religions		2007-2008					
		REL 213	A History of Judaism	2003-2004	2009-2010					
		REL 221	Biblical Literature, Old Testament	2002-2003	2008-2009					
		REL 222	Biblical Literature, New Testament	2003-2004	2009-2010					
		REL 236	Religion in American Life	2003-2004	2009-2010					
		UHON 214	Classical and Medieval Historical and Political Thought	2004-2005	2010-2011					
		Fine Arts	14	ART 111	Introduction to Art	2004-2005	2010-2011			
				ART 214	The History of Western Art from Prehistoric to Medieval		2006-2007	Spring 2007	Recertified	Eskildsen
				ART 215	The History of Western Art from the Renaissance		2006-2007	Spring 2007	Recertified	Eskildsen
ART 301	Art Structure				2007-2008					
MUS 111	Introduction to Music				2007-2008					
MUS 317	Survey of Jazz			2002-2003	2008-2009					
THSP 111	Introduction to the Theatre			2002-2003	2008-2009					
THSP 113	Introduction to Dance			2003-2004	2009-2010					
THSP 115	Theatre: Introduction to Performance			2003-2004	2009-2010					
THSP 280	Introduction to Film			2004-2005	2010-2011					
UHON 103	Fine Arts: Music History and Aesthetics			2004-2005	2010-2011					
UHON 104	Introduction to Art				2006-2007	Spring 2007	Recertified	Beech		
UHON 105	Introduction to the Theatre				2006-2007	Spring 2007	Recertified	Beech		
UHON 106					2007-2008					

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Behav&Social Sci	23	ANTH 152	Introduction to Anthropology		2007-2008				
		ANTH 211	Introduction to Archaeology	2002-2003	2008-2009				
		COMM 320	Mass Comm Perspectives	2003-2004	2009-2010				
		CRMJ 110	Intro to Criminal Justice System	2003-2004	2009-2010				
		CRMJ 295	Violence Against Women	2004-2005	2009-2010				
		ECON 101	Principles of Economics: Macroeconomics	2003-2004	2009-2010				
		ECON 102	Principles of Economics: Microeconomics	2004-2005	2010-2011				
		EHLS 407	Sociology/Psychology of Exercise Sci. & Leisure Sports	2004-2005	2010-2011				
		GEOG 104	Cultural Geography		2006-2007	Spring 2007	Recertified	Williams	
		HECO 340	Family Relations: Family Interaction		2006-2007	Spring 2007	Recertified	Kovach	
		HSRV 101	Team Participation		2007-2008				
		POLS 101	American Government		2007-2008				
		POLS 102	World Politics	2002-2003	2008-2009				
		POLS 103	Controversies in Public Policy	2002-2003	2008-2009				
		PSYC 101	Introduction to Psychology	2004-2005	2003-2004				
		PSYC 241	Psychology of Individual Differences	2004-2005	2003-2004				
		SOC 125	Sociology of Social Problems	2004-2005	2010-2011				
		SOC 151	Introduction to Sociology	2004-2005	2010-2011				
		SOC 215	The Sociology of the Family		2006-2007	Spring 2007	Recertified	Darken	
		???	SOC 220	Small Group Behavior		2006-2007	Spring 2007	Decertify	Darken
		???	UHON 315	Origins of the Social Sci		2007-2008			
			UHON 316	Contemporary Social Sci		2007-2008			
			USTU 200	Introduction to Women's Studies	2003-2004	2009-2010			
Natural Sci	33	AST 101/181	Introduction to Astronomy The Solar System	2004-2005	2009-2010				
		AST 102/182	Introduction to Astronomy Stars to Galaxies	2004-2005	2009-2010				
		BIOL 110 (3)	Conservation of Biodiversity (aka ESC110)	2005-2006	2008-2009				
		BIOL 121	Principles of Biology I		2004-2005				
		BIOL 122	Principles of Biology II		2006-2007	Spring 2007	Recertified	Wakim	
		BIOL 210	Microbiology and Health	2003-2004	2009-2010				
		CHEM 111 (3)	Chemistry and the Environment		2007-2008				
		CHEM 119	Light & Life		2007-2008				
		CHEM 121/123	General Chemistry I	2002-2003	2008-2009				
		CHEM 122/124	General Chemistry II	2002-2003	2008-2009				
		CHEM 125	Honors General Chemistry	2003-2004	2009-2010				
		CHEM 168 (3)	Survey of Organic and Biochemistry		decertify?				
		CHEM 170(1)	Survey of Organic and Biochemistry Lab.		decertify?				
		ENGR 211 (3)	Pollution Controls		2006-2007	Spring 2007	Recertified	Kovach	
		ESC 110 (3)	Conservation of Biodiversity (aka BIOL 110)	2004-2005	2009-2010				
		ESC 150	Introduction to Environmental Problems I		2007-2008				
		ESC 151	Introduction to Environmental Problems II		2007-2008				
		GEOG 111/81	Physical Geology	2002-2003	2008-2009				
		GEOG 112/82	Historical Geology	2002-2003	2008-2009				
		GEOG 116	Current Geological Perspectives on Earth	2003-2004	2009-2010				
		GNSC 111/81	The Physical Environment: Atoms to Galaxies	2004-2005	2009-2010				
		GNSC 115	Sci and Society	2004-2005	2010-2011				
		PHYS 103/83	General Physics-Mechanics & Heat	2004-2005	2010-2011				
PHYS 104/84	General Physics - Electromagnetism and Optics		2006-2007	Spring 2007	Probation	Aborn			
PHYS 230/80	Principles of Physics-Mechanics & Heat		2007-2008						
PHYS 231/81	Principles of Physics - Electromagnetism and Optics		2007-2008						
UHON 120 (3)	Development of Scientific Thought	2002-2003	2008-2009						

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Mathematics	7	MATH 123	Mathematics in Our Modern World	2002-2003	2008-2009			
		MATH 131	College Algebra		2003-2004			
		MATH 136	Calculus for Management, Life, and Social Sci	2003-2004	2009-2010			
		MATH 144	Precalculus I	2004-2005	2004-2005			
		MATH 145	Precalculus II	2004-2005	2004-2005			
		MATH 151/52	Calculus I		2006-2007	Spring 2007	Recertified	Hiestand
		MATH 214	Principles of Elementary Mathematics		2006-2007	Spring 2007	no longer taught	Hiestand
Statistics	11	BIOL 216	Biostatistics		2007-2008			
		BMGT 211	Statistical Mthds for Bus		2007-2008			
		EHLS 401	Measurement & Eval in Exerc Sci & Leisure Sports	2004-2005	2009-2010			
		ENGR 222	Probability and Statistics for Engineering	2003-2004	2009-2010			
		HSRV 205	Intro to Statistics for Health & Human Services	2002-2003	2008-2009			
		MATH 210	Introductory Statistics	2003-2003	2008-2009			
		MATH 307	Applied Statistics	2004-2005	2004-2005			
		MATH 408	Mathematical Statistics	2004-2005	2010-2011			
		PSYC 201	Res Methodology: Introductory Statistics in Psych.		2006-2007	Spring 2007	Recertified	Bromley
		SOC 250	Social Statistics		2006-2007	Spring 2007	Probation	Williams
<b>Total # of Gen Ed Courses:</b>		147						

## **2006 – 2007 Capstone Subcommittee Report**

The capstone GenEd subcommittee met 4 times this semester. Members from the GenEd committee were Nicholas Boer, Jim Hiestand, Peggy Kovach, and Lynn Ourth. In addition, Greg O’Dea expressed strong interest in the work of this committee and attended two meetings.

Initially an e-mail was sent to the campus asking for topics that might be addressed by such a course. Responses tended to be requests for new courses in areas of perceived weakness, fears about loss of hours in certain categories, and a few expressing genuine interest. Among the topics suggested were globalization, gender, technical failure, the impact of technology, and community health. Other suggestions included a series of one-hour skills courses not otherwise covered in the curriculum such as interpersonal skills and money management. Most committee support was for a **broad** three hour course. Topics and faculty could change in different semesters.

The committee agreed the course should be limited to juniors and seniors and should be run as a seminar. No more than about 15 students would be in a section. It is probably unrealistic to expect that additional **GenEd** hours will be granted for this course. Most believed that it should be offered as a “wild-card” substitute for one GenEd Course from the areas of social science, the second science course, or world civilizations/humanities/non-western. It was also agreed that recruiting faculty could be difficult, as teaching such a course might not receive proper EDO credit. The course could be advertised to students and faculty on RAVEN and a general Blackboard announcement.

Consensus developed that a course on community health, perhaps led by Prof. Greg Heath, head of Health and Human Performance, would meet our objectives. Prof. Heath attended a meeting and enthusiastically supported the idea of a capstone course and a community health course. In a subsequent e-mail he stated he would be willing to lead the course with help. He also provided some relevant reference papers.

Efforts should continue to make a capstone course available for a few sections for the Spring, 2008. Community health is the leading topic for consideration. It is assumed the Gen Ed committee would give expedited approval for offering the course on a trial basis. The UC Foundation might provide modest support.

Jim Hiestand  
Co-chair

# **THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA**

**PROPOSED PLAN**

**FOR THE**

**ASSESSMENT OF STUDENTS' ATTAINMENT OF GENERAL EDUCATION  
COMPETENCIES**

**PREPARED FOR**

**THE GENERAL EDUCATION COMMITTEE**

**PREPARED BY**

**Dorothy Williams, Chair, Rebekah Bromley, Stephen Eskildsen, Tracy Jones, and  
Judith Wakim**

## **RECOMMENDATIONS OF THE SUBCOMMITTEE ON GENERAL EDUCATION ASSESSMENT**

The University of Tennessee at Chattanooga must begin to assess its students' attainment of the learning outcomes intended for its General Education Program. Given today's climate of accountability, the University must provide evidence of the effectiveness of this program as justification for its continued existence. The Subcommittee on Assessment of general education has drafted a plan for assessing students' learning outcomes. In keeping with this plan, the Committee makes the following recommendations:

1. The administration should appoint a General Education Assessment Committee that will be responsible for overseeing the assessment of students' attainment of the competencies in general education.
2. The assessment process should begin in fall 2007 by measuring the competencies in the categories of Rhetoric and Composition, Mathematics and Statistics, and the Natural sciences. The standardized tests adequately measure competencies in these categories.
3. Incoming freshmen in the fall of 2007 should be given the appropriate standardized test as a means of providing a measure of quality enhancement when their scores are compared to those of graduating seniors.
4. Graduating seniors should be tested in the spring of 2008.
5. An annual report of the results of the general education assessment should be prepared by the chair of the Assessment Committee and distributed to the Chancellor, Department Heads, Faculty Senate, and Board of Trustees. The report should include results from both the course recertification process and the assessment of learning outcomes attainment.
6. Students' attainment of competencies should be assessed on a yearly basis.
7. Measures for competencies together with indicators of successful student attainment in the categories of Cultures and Civilizations, Social and Behavioral Sciences, and Humanities and Fine Arts should be developed by the end of spring semester 2008 and should be pilot tested via testing freshmen entering in the fall of 2009 and seniors graduating in spring 2010. It is suggested that the Delphi Technique be used to develop the test.
8. Percentage levels for the criteria of success for the categories of rhetoric and composition, mathematics, and natural sciences need to be developed.

# THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA GENERAL EDUCATION ASSESSMENT PLAN

## Introduction

The Southern Association of Colleges and Schools (SACS) requires that colleges it accredits provide evidence of the effectiveness of their general education programs. As evidence of effectiveness, universities must identify both measures to ensure that students have attained competencies that the institution has defined as appropriate for the goals of its general education program and the process for ensuring that general education courses address the program's goals. While UTC has developed a sound process for ensuring course compliance with the guidelines of the General Education Program, procedures for assessing student achievement of general education competencies remain inadequate. In 2004, efforts to develop a means of assessing student learning outcomes were initiated. As a first step the General Education Committee culled competencies from the guidelines of each one of the 6 categories of study. What remained to be done was developing measures, criteria of success, and a feedback loop for using assessment results to improve the quality of the General Education Program. In addition, there remained a need to show improvement beyond the high school level for graduates of the University. This assessment plan proposal addresses these on going assessment issues.

## *Background*

As early as 1997, The University of Tennessee at Chattanooga initiated its endeavor to refine its approach to assessing general education. As a first step, the General Education Committee undertook the task of developing a clear set of guidelines for general education. This effort resulted in the "Green Book" which restructured the categories of study comprising the general education program. The new general education curriculum became effective in 1999 for new students entering in the fall of that year. The 1997 General Education curriculum was comprised of 10 categories of study including Rhetoric and Composition (6 hours), Intensive writing (3 hours), Oral Communication (3 hours unless integrated into the major), Computer Literacy (3 hours unless integrated into the major), Cultures and Civilizations (9 hours), Humanities and Fine Arts (6 hours), Behavioral and Social Sciences (6 hours), Natural Sciences (7-8 hours; Two courses in the natural sciences, with at least one four hour course including a laboratory component), Mathematics (3 hours), and Statistics (3 hours). This particular curriculum constituted 47 hours of general education. In 2002 the general education curriculum was refined. The new General Education categories of study included Rhetoric and Composition (6 hours), Mathematics and Statistics (6 hours), Natural Sciences (7-8 hours), Humanities and Fine Arts (6 hours), Cultures and Civilizations (9 hours) and Behavioral and Social Sciences (6 hours). This totals 41 hours of general education, which constitutes, with a few exceptions, 34% of each undergraduate degree.

While the general education categories of study underwent changes, the guidelines associated with each one of the categories that were established in 1997 have remained the same. However, the General Education Committee did undertake the task of identifying student learning outcomes associated with the various guidelines. Based on the guidelines, general education competencies were developed for the 6 categories of

study. These general education competencies were refined during the 2005-2006 academic year and are the current student learning outcomes for the General Education Program.

### *Philosophical Framework*

General Education at the University of Tennessee at Chattanooga is guided by the idea that a college education should expand students' fundamental knowledge, abilities, and aesthetic sensibilities leading to a social awareness essential for individual societal development. Graduates of The University of Tennessee at Chattanooga should have the knowledge and ability to:

Think analytically, logically, creatively, reflectively, and sensitively about the human condition;

Think analytically, logically, creatively, and reflectively about natural and abstract structures;

Collect, process, interpret, and use quantitative and qualitative information using up-to-date methods, to define and defend viewpoints, solve problems, and make decisions;

Communicate effectively, especially in speech and in writing; engage in civil debate; and collaborate on common tasks;

Incorporate into their world views a comparative, historical, and global perspective on the diversity of the human experience, including the complex factors that shape individuals, societies, civilizations and knowledge.

This philosophy together with the University's stated mission provide the rationale for the general education curriculum and inform decisions for certifying select courses for inclusion in the general education program. Courses certified as general education undergo a rigorous certification process.

### *The Certification Procedure*

Courses certified as General Education must be reviewed by the General Education Committee for approval. Proposals submitted for certification of courses must demonstrate how the course fulfills each one of the guidelines established for the relevant category of study. Model syllabi that specify the student learning outcomes for the courses are required as initial evidence that courses address the competencies stated for the various categories of study. Upon finding that a course sufficiently meets the established standards, the Committee certifies the course and informs the appropriate university personnel for inclusion of the course in the general education program.

### *General Education Core Areas*

Six categories of study comprise the general education program at The University of Tennessee at Chattanooga. All of the courses offer coursework that meet the goals of general education as evidenced by procedures applied within the certification and recertification processes. The General education categories of study together with the courses and their prerequisites (prerequisites are not part of the general education program) are as follows:

#### **1. Rhetoric and Composition - 6 hours**

◆ English 121

\*Prerequisites: Grade of C or better in English 106 or placement

◆ University Honors 101

◆ English 122

\*Prerequisites: English 121 with grade of C or better or placement

◆ University Honors 102.

## **2. Mathematics and Statistics - 6 hours**

◆ Mathematics 123

\*Prerequisites: UTC Math Placement Level 20 or MATH 106 with minimum grade of C or Math ACT 22 or above

◆ Mathematics 131

\*Prerequisites: UTC Math Placement Level 20 or MATH 106 with minimum grade of C or Math ACT 24 or above

◆ Mathematics 136

\*Prerequisites: UTC Math Placement Level 30 or MATH 131 or 144 with minimum grade of C or Math ACT 26 or above

◆ Mathematics 144

\*Prerequisites: UTC Math Placement Level 20 or MATH 106 with minimum grade of C or Math ACT 24 or above

◆ Mathematics 145

\*Prerequisites: UTC Math Placement Level 30 or MATH 144 or 131 with minimum grade of C or Math ACT 26 or above

◆ Mathematics 151/152

\*Prerequisites: UTC Math Placement Level 20 or MATH 106 with minimum grade of C or Math ACT 22 or above

◆ Mathematics 216

\*Prerequisites: UTC Math Placement Level 40 or Math 145 with a grade of C or ACT 28 or above with the equivalent of at least one semester of high school trigonometry

\*Co-requisite: MATH 152

◆ Mathematics 210

\*Prerequisites: UTC Math Placement Level 20 or MATH 106 with minimum grade of C or Math ACT 22 or above

◆ Mathematics 307

\*prerequisites: MATH 160 or 161 with minimum grade of C

◆ Mathematics 408

\*prerequisites: MATH 407 with a minimum grade of C

◆ Biology 216

\*prerequisites: UTC Math Placement Level 30 or MATH 131 with minimum grade of C, and Computer Science 110 with a minimum grade of C

◆ Business Management 211

\*Prerequisites: BMGT 100, UTC Math Placement Level 30 or MATH 131, 136, 144, or 151 with a grade of C or better

◆ Economics 201

\*Prerequisites ECON 101, 102 and MATH 135

◆ Human Services 205

\*Prerequisites: UTC Math Placement Level 20 or equivalent

◆ Psychology 201/204

\*Prerequisites: UTC Math Placement Level 20 or MATH 106, PSY 101 or equivalent

\*Co-requisite: PSY 204

◆ Sociology 250

\*Two years of high school algebra and UTC Placement Level 20 or MATH 106 with a minimum grade of C

◆ Exercise Science 401

\*Prerequisites: Equivalent of HHP 201, 317, 332, UTC Math Placement Level 20 or MATH 106 with minimum grade of C

◆ Engineering 222

\*Prerequisites: MATH 161/162

### **3. Natural Sciences (7-8 hours)**

#### **Lab Courses:**

◆ Astronomy 101/181

\*Prerequisites: UTC Math Placement Level 20 or MATH 106 equivalent

◆ Astronomy 102/182

\*Prerequisites: Two years of high school algebra or MATH 106

\*Co-requisite: Astronomy 101

◆ Biology 119

\*Prerequisites: UTC Math Placement Level 20

◆ Biology 121

\*Prerequisites: UTC Math Placement Level 15 or MATH 105 or equivalent

◆ Biology 122

\*Prerequisite: BIOL 121 with a grade of C or better

◆ Biology 210

\*Prerequisite: CHEM 121/123 or equivalent

◆ Chemistry 119

\*Prerequisite: UTC Math Placement Level 20

◆ Chemistry 121/123

\*Prerequisites: UTC Math Placement Level 20 or MATH 106 or equivalent

◆ Chemistry 122/124

\*Prerequisites: CHEM 121 or 125 with a minimum grade of C, UTC Math Placement Level 30 or MATH 131 or 144

◆ Chemistry 125

◆ Chemistry 168/170

\*Prerequisites; CHEM 121/123 or 125 with minimum grade of C

◆ Environmental Science 150

\*Prerequisites: UTC MATH Placement level 15 or MATH 105 or equivalent

◆ Environmental Science 151

\*Prerequisite: Environmental Science 150 with a grade of C or better

◆ General Science 111/181

\*Prerequisite: 2 units of college preparatory mathematics or MATH 106

◆ Geology 111/181

\*Prerequisites: UTC MATH Placement Level 20 or MATH 106

◆ Geology 112/182

\*Prerequisite: GEOL 111

◆ Physics 103/183

\*Prerequisite: 3 units of college preparatory mathematics or MATH 105 or equivalent

◆ Physics 104/184

\*Prerequisite: Physics 103/183

◆ Physics 119

\*Prerequisite: UTC MATH Placement Level 20

◆ Physics 230/280

\*Prerequisites: MATH 161/162

◆ Physics 231/281

\*Prerequisites: Engineering 103 and 104, or Physics 103/183 and 104/184, or Physics 230/280, MATH 151/152 and MATH 161/162

#### **Non Lab Courses**

◆ Astronomy 101

\*Prerequisite: UTC MATH Placement Level 20 or MATH 106

◆ Biology 110

◆ Chemistry 111

◆ Engineering 211

◆ Environmental Science 110

◆ General Science 115

\*Prerequisites: Two units of college preparatory mathematics or MATH 106

◆ Geology 116

\*Prerequisite: UTC MATH Placement Level 20 or equivalent college math course

◆ Geology 225

◆ University Honors 120

#### **4. Humanities and fine Arts; Cultures and Civilizations (15 hours)**

##### **Humanities Courses:**

◆ Classics 310

◆ Classics 396

◆ Computer Science 385

\*Prerequisites: CPSC110 or 150, ENG 277 or 278 with grade of C or better

◆ English 131

◆ English 133

◆ English 211

◆ English 212

◆ English 213

◆ English 214

◆ English 219

◆ English 257

◆ English 307

\*Prerequisite: ENG 122

- ◆ English 331
- \*Prerequisite: ENG 122
- ◆ English 335
- ◆ History 203
- \*Prerequisite: ENGL 122
- ◆ History 204
- \*Prerequisite: ENGL 122
- ◆ History 310
- ◆ Human Ecology 325
- ◆ Humanities 219
- ◆ Humanities 257
- ◆ Humanities 335
- ◆ Philosophy 201
- ◆ Philosophy 221
- ◆ Philosophy 325
- ◆ Philosophy 425
- ◆ Religion 103
- ◆ Religion 110
- ◆ Religion 213
- ◆ Religion 221
- ◆ Religion 222
- ◆ Religion 236
- ◆ University Honors 214

**Fine Arts Courses**

- ◆ Art 111
- ◆ Art 214
- ◆ Art 215
- ◆ Art 301
- ◆ Music 111
- ◆ Music 317
- ◆ Music 320
- \*Prerequisite: ENGL 122
- ◆ Theatre and Speech 111
- ◆ Theatre and Speech 113
- ◆ Theatre and Speech 115
- ◆ Theatre and Speech 255
- \*Prerequisite: THSP 151
- ◆ Theatre and Speech 257
- \*Prerequisite: THSP 151
- ◆ Theatre and Speech 280
- ◆ Theatre and Speech 457
- ◆ University Honors 103
- ◆ University Honors 104
- ◆ University Honors 105

- ◆ University Honors 106

### **5. Cultures and Civilizations (9 hours)**

#### **Western Humanities I & II Courses (6 hours):**

- ◆ Classics 113
- ◆ English 113
- ◆ English 203
- ◆ Philosophy 101
- \*Prerequisite: ENGL 121
- ◆ Philosophy 113
- ◆ University Honors 101

#### **Western Humanities II Courses:**

- ◆ English 115
- ◆ English 204
- ◆ Philosophy 102
- ◆ Philosophy 115
- ◆ University Honors 102

#### **Non Western Cultures and Civilizations Courses (3 hours):**

- ◆ Anthropology 208
- ◆ Anthropology 311
- ◆ Anthropology 333
- ◆ English 316
- ◆ Geography 103
- ◆ Human Ecology 333
- ◆ Humanities 311,
- ◆ Music 311
- ◆ Political Science 104
- ◆ Religion 211
- ◆ Religion 320
- ◆ University Honors 216
- ◆ University Honors 217
- ◆ University Honors 218
- ◆ University Honors 219

#### **World Civilizations I, II, & III Courses:**

- ◆ History 103
- ◆ History 104
- ◆ History 105

### **6. Behavioral and Social Sciences (6 hours)**

- ◆ Anthropology 152
- ◆ Anthropology 211
- ◆ Communication 320

\*Prerequisite: COMM 101

- ◆ Criminal Justice 110
- ◆ Criminal Justice 295
- ◆ Economics 101
- ◆ Economics 102
- ◆ Exercise Science 407
- ◆ Geography 104
- ◆ Human Ecology 340
- ◆ Human Services 101
- ◆ Political Science 101
- ◆ Political Science 102
- ◆ Political Science 103
- ◆ Psychology 101
- ◆ Psychology 241
- ◆ Social Work 210
- ◆ Sociology 125
- ◆ Sociology 151
- ◆ Sociology 215
- ◆ Sociology 220
- ◆ University Honors 315

\*Prerequisite: UHON 214

- ◆ University Honors 316

\*Prerequisites: UHON 214 & 315

- ◆ University Studies 200

*General Education Student Learning Outcomes*

Specific student learning outcomes are associated with each one of the 6 general education categories of study. Table A presents the competencies for each one of the areas of study.

**TABLE A – GENERAL EDUCATION COMPETENCIES**

<b>CATEGORY</b>	<b>LEARNING OUTCOMES</b>			
<b>Rhetoric and Composition</b>	Read accurately and critically and to recognize assumptions, implications, and the differences between fact and opinion, and summarize and evaluate ideas	Write using the convention of standard written English, including correct spelling, sentence structure, grammar and punctuation, as well as to carefully proof and edit written communications		
<b>Cultures and Civilizations: Western Humanities</b>	Demonstrate an understanding for the great ideas, creative achievements, and modes of thinking in the western world from ancient times to the present	Analyze great works in the western artistic, literary, musical, religious, and philosophical tradition		
<b>Cultures and Civilizations: Non Western Cultures and Civilizations</b>	Understand the religions, histories, and philosophies of Western and non-Western cultures and their relationships to political, social, economic, aesthetic values, and choices	Explore similarities and differences in the modes of thinking, world views, and cultural contexts of events in Non-Western and Western cultures	Analyze the ways through which Non-Western cultures have influenced Western thought and society	
<b>Cultures and Civilizations: World Civilizations</b>	Identify the social, religious, political, economic, scientific, technological, and esthetic characteristics of the world's major civilizations	Recognize the influence of such global movements as the agricultural revolution, disease, climate, imperialism, and colonization, on the development of civilization		
<b>Humanities and Fine Arts</b>	Appreciate and understand the humanities and fine arts within an historical context	Understand the relationship between significant creative expression and society, politics, and everyday life	Discuss, objectively, human values and moralities, and how systems of beliefs infuse all inquiry	Demonstrate critical analysis and appreciative awareness in both written and oral forms

<b>Behavioral and Social Sciences</b>	Recognize, describe, and explain social institutions, structures, values, processes, and the complexities of a global culture and a diverse society	Explore the relationship between individuals and society as it affects personal behavior, group and family relations, and community life	Understand the methods social and behavioral scientists use to explore phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis	Apply social and behavioral science theories and research
<b>Natural Sciences</b>	Understand the contributions of scientists to our understanding of the physical world within an historical perspective	Understand the role of imagination and reasoning in the development of scientific thought	Recognize societal issues arising from scientific and technological developments	Demonstrate knowledge, skills, and analytical thought regarding concepts and methods in the natural sciences
<b>Mathematics and Statistics</b>	Investigate and solve quantitative problems, including problems in context, requiring logical thinking and the recognition of patterns using appropriate technology,	Understand and apply quantitative concepts such as number sense, data collection and analysis, abstract symbols, variables, relationships and rates of change, distribution, graphs, and the properties of geometric shapes	Employ mathematical reasoning skills to consider phenomena from the world around us	

## *Assessing the General Education Program*

The General Education assessment process at The University of Chattanooga will have 2 components: The General Education Course Recertification Process and the Assessment of Student's Attainment of Competencies. The General Education Course Recertification Process is the responsibility of the General Education Committee. Assessment of the students' attainment of the general education competencies will be the responsibility of the General Education Assessment Committee.

### *The General Education Course Recertification Process*

*The General Education Committee.* Ten faculty and one student plus as ex officio the Associate Provost for Undergraduate and Special Programs comprise this faculty appointed Committee. The General Education Committee serves as a venue for discussions regarding the philosophy of general education at UTC and for having a general education program that remains responsive to the needs of students. Through its responsibilities, the Committee ensures that general education courses address the goals of the General Education Program. The responsibilities of the committee are as follows:

- ◆ Certify new courses for general education
- ◆ Monitor existing general education courses
- ◆ Make recommendations concerning the content and structure of general education
- ◆ Review practices regarding the transferability of general education credit for all post baccalaureate students, additional degree seeking students, and transfer students
- ◆ Receive appeals from students concerning transferability of general education credit after review by the appropriate department

*The Course Recertification Process.* The description of the general education recertification process is presented in Appendix A. Courses certified as general education must undergo recertification every five years. The General Education Committee reviews the coursework undertaken in certified courses in order to determine the extent to which this content supports established general education competencies. Degree programs that offer general education courses are required to submit course materials, including syllabi, examinations, quizzes, assignments, etc to the General Education Committee for review. The Committee reviews these materials using a recertification evaluation form (see Appendix B). Each recertification evaluation form corresponds to a particular general education category of study and contains all the conventional guidelines for the category to which it is related. Courses that do not demonstrate linkage between coursework and general education goals and competencies are either placed on probation or decertified.

Courses with minimal deficiencies in meeting the general education standards are placed on probation. Following a decision of probation the Chair of the General Education Committee informs the Head of the department where the course is housed that the materials must be resubmitted showing correction of the concerns by November 1, of that year. Failure to resubmit the materials by the specified time results in decertification. The decision for probation is included in the recertification schedule (see Appendix C).

Courses with deficiencies beyond a minimal level constitute grounds for decertification. Following a decision to decertify the Chair of the General Education Committee informs both the Head of the department where the course is housed and the University Registrar in the Office of Records and Registration of the decision. The department where decertified courses are located may submit new proposals for general education certification. The proposal must meet the standards established for certifying a course for general education (see Appendix D). **A decertified course that fails to receive certification by January 15 of the year subsequent to the year of decertification will be removed from the list of certified courses effective the following year.** The Chair of the General Education Committee will inform both the Head of the involved department and the University Registrar of the decision to remove the course from the list of certified general education courses. The decision to decertify is included in the recertification schedule (see Appendix C).

*Assessment of the Students' Attainment of the General Education Competencies*

*The General Education Assessment Committee.* Students' attainment of general education competencies will be assessed by the General Education Assessment Committee. This will be an administrative committee. Membership of the committee shall include 2 representatives from the General Education Committee who are selected by the Chair of the General Education Committee. The Committee shall be responsible for the oversight of students' attainment of general education learning outcomes. The Committee will administer the assessment process. The Committee shall act in the following areas:

1. Assess attainment of learning outcomes
2. Identify, develop and/or secure measures of general education competencies
3. Analyze the data collected from the various measures
4. Complete the Assessment of Learning Outcomes Attainment (ALOA) form (see Table B)
5. Use the results of the assessment to determine general education categories of study where students are not attaining the competencies
6. Obtain plans that identify corrective action to improve outcome results in their areas from Departments that house courses in categories of study where students failed to attain expected learning outcomes
7. Prepare an annual general education assessment report that will include at a minimum a report from the General Education Committee on the results of the recertification procedure, the results from the assessment of student learning outcomes, the categories of study that need to take corrective action, and the corrective action plans of appropriate departments
8. Distribute the final report to the Chancellor, Department Heads, Faculty Senate, and Board of Directors

*Assessment of Learning Outcomes Attainment (ALOA) Form.* This graphic depiction of assessment results will be completed on an annual basis and included in the annual general education assessment report. The form reports for each general education category of study educational competencies, measures of the competencies, criteria of success, assessment results and use of the results. The form is presented in Table B.

TABLE B – ALOA Form

**ASSESSMENT OF LEARNING OUTCOMES ATTAINMENT**  
**General Education Program**  
**Date:**

Category of Study	Competence	Multiple Measures	Criteria of Success	Assessment Results	Use of Results
Rhetoric and Composition	Students will be able to read accurately and critically and to recognize assumptions, implications, and the differences between fact and opinion, and summarize and evaluate ideas	Students' success rate on the reading test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___% of students taking CAAP or MAPP test will score in the ___ percentile on the reading test		
		Students' rating of the learning activities of analyzing and synthesizing on the National Survey of Student Engagement (NSSE)	80% of students will rate their experiences with the learning activities of analyzing and synthesizing in the upper ranges of the assessment scale		

<b>Rhetoric and Composition</b>	Students will write using the convention of standard written English, including correct spelling, sentence structure, grammar and punctuation, as well as to carefully proof and edit written communications	Students' success rate on the writing essay test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___of students taking the selected test will score in the ___percentile on the writing essay test		
		Students' rating of their experience with writing on the National Survey of Student Engagement (NSSE)	80% of students will report that their experience at UTC contributed very much to their knowledge and skills in writing clearly and effectively		
<b>Cultures and Civilizations: Western</b>	Demonstrate an understanding for the great ideas, creative achievements, and modes of thinking in the western world	TBD	TBD		

<b>Humanities</b>	from ancient times to the present	TBD	TBD		
<b>Cultures and Civilizations: Western Humanities</b>	Analyze great works in the western artistic, literary, musical, religious, and philosophical tradition	TBD	TBD		
		TBD	TBD		
<b>Cultures and Civilizations: Non Western Cultures and Civilizations</b>	Understand the religions, histories, and philosophies of Western and non-Western cultures and their relationships to political, social, economic, aesthetic values, and choices	TBD	TBD		
		TBD	TBD		
<b>Cultures and Civilizations: Non Western Cultures and Civilizations</b>	Explore similarities and differences in the modes of thinking, world views, and cultural contexts of events in Non-Western and Western cultures	TBD	TBD		
		TBD	TBD		
<b>Cultures and Civilizations: Non Western Cultures and Civilizations</b>	Analyze the ways through which Non-Western cultures have influenced Western thought and society	TBD	TBD		
		TBD	TBD		
<b>Cultures and Civilizations: World Civilizations</b>	Identify the social, religious, political, economic, scientific, technological, and esthetic characteristics of the world's major civilizations	TBD	TBD		
		TBD	TBD		

<b>Cultures and Civilizations: World Civilizations</b>	Recognize the influence of such global movements as the agricultural revolution, disease, climate, imperialism, and colonization, on the development of civilization	TBD	TBD		
		TBD	TBD		
<b>Humanities and Fine Arts</b>	Appreciate and understand the humanities and fine arts within an historical context	TBD	TBD		
		Students rating of their exposure to the humanities and fine arts on the NSSE	80% of students will report attending an art exhibit, play, dance, theater, or other performance sometimes		
<b>Humanities and Fine Arts</b>	Understand the relationship between significant creative expression and society, politics, and everyday life	TBD	TBD		
		TBD	TBD		
<b>Humanities and Fine Arts</b>	Discuss, objectively, human values and moralities, and how systems of beliefs infuse all inquiry	TBD	TBD		
		TBD	TBD		
<b>Humanities and Fine Arts</b>	Demonstrate critical analysis and appreciative awareness in both written and oral forms	TBD	TBD		
		Students' rating of the learning activities of analyzing and synthesizing on the	80% of students will rate their experiences with these activities in the upper ranges of the		

		National Survey of Student Engagement (NSSE)	assessment scale		
Behavioral and Social Sciences	Recognize, describe, and explain social institutions, structures, values, processes, and the complexities of a global culture and a diverse society	TBD	TBD		
		TBD	TBD		
Behavioral and Social Sciences	Explore the relationship between individuals and society as it affects personal behavior, group and family relations, and community life	TBD	TBD		
		TBD	TBD		
Behavioral and Social Sciences	Understand the methods social and behavioral scientists use to explore phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis	TBD	TBD		
		TBD	TBD		
Behavioral and Social Sciences	Apply social and behavioral science theories and research	TBD	TBD		
		TBD	TBD		
Natural Sciences	Understand the contributions of scientists to our understanding of the physical world within an historical perspective	Students' success rate on the science test of either the Collegiate Assessment of Academic Proficiency	____% of all students taking the science test of either the CAAP or the MAAP will score in the __ percentile		

		(CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test			
		TBD	TBD		
Natural Sciences	Understand the role of imagination and reasoning in the development of scientific thought	Students' success rate on the science test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___% of all students taking the selected test will score in the ___percentile on the science test		
		TBD	TBD		
Natural Sciences	Recognize societal issues arising from scientific and technological developments	Students' success rate on the science test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___% of all students taking the selected test will score in the ___ percentile on the science test		

		TBD	TBD		
Natural Sciences	Demonstrate knowledge, skills, and analytical thought regarding concepts and methods in the natural sciences	Students' success rate on the science test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___% of all students taking the selected test will score in the ___ percentile on the science test		
		TBD	TBD		
Mathematics and Statistics	Investigate and solve quantitative problems, including problems in context, requiring logical thinking and the recognition of patterns using appropriate technology,	Students' success rate on the Math test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	___% of all students taking either the CAAP or MAAP will score in the ___ percentile on the Mathematics test		
		Students' rating of the extent to which their	70% of the students taking the NSSE will report that		

		experience at UTC contributed to their knowledge and skills in analyzing quantitative problems on the National Survey of Student Engagement (NSSE)	their experience at UTC contributed quite a bit to their knowledge and skill in analyzing quantitative problems		
<b>Mathematics and Statistics</b>	Understand and apply quantitative concepts such as number sense, data collection and analysis, abstract symbols, variables, relationships and rates of change, distribution, graphs, and the properties of geometric shapes	Students' success rate on the Math test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test	_ % of all students taking either the CAAP or MAAP test will score in the ___percentile on the mathematics test		
		Students' rating of the extent to which their experience at UTC contributed to their knowledge and skills in analyzing quantitative problems on the National Survey of Student Engagement (NSSE)	70% of the students taking the NSSE will report that their experience at UTC contributed quite a bit to their knowledge and skill in analyzing quantitative problems		

<b>Mathematics and Statistics</b>	Employ mathematical reasoning skills to consider phenomena from the world around us	<b>Students' success rate on the Math test of either the Collegiate Assessment of Academic Proficiency (CAAP) or the Measure of Academic Proficiency and Progress (MAPP) test</b>	<b>___ % of all students taking either the CAAP or MAAP test will score in the ___percentile on the mathematics test</b>		
		<b>Students' rating of the extent to which their experience at UTC contributed to their knowledge and skills in solving complex real-world problems on the National Survey of Student Engagement (NSSE)</b>	<b>70% of the students taking the NSSE will report that their experience at UTC contributed quite a bit to their knowledge and skill in solving complex real-world problems</b>		

*Assessment Instruments.* Multiple measures will be utilized to determine whether students have attained established general education learning outcomes. These measures will include a standardized test to measure competencies in the general education categories of Rhetoric and Composition, Mathematics and statistics and natural sciences. The National Survey of Student Engagement will be used to measure students' perspectives of their general education experience. The General Education Committee found that the available standardized tests did not sufficiently measure the competencies in the general education categories of Cultures and Civilizations, Humanities and Fine Arts and Social and Behavioral Sciences. The Committee recommends that the General Education Assessment Committee assume responsibility for engaging faculty in these areas in developing measures of these competencies. A capstone course to serve as an additional measure of students' attainment of learning outcomes is to be developed by members of the General Education Committee. A subcommittee undertook this responsibility during this (2006-2007) academic year.

*The Delphi Technique.* One procedure for developing a test to measure competencies in the general education categories that are inadequately measured by the standardized tests is the Delphi Technique. This technique will be used to elicit faculty input into developing the test. The General Education Assessment Committee will be responsible for carrying out the Delphi technique and developing the test.

#### *Quality Enhancement*

In order to assess quality enhancement of student learning, a sample of freshmen will take the selected standardized test in fall 2007. The scores of the freshmen will be compared with those of graduating seniors. Graduating seniors are expected to improve one standard deviation from the mean score of freshmen.

#### *Implementation Plan*

Assessment of students' learning outcomes will begin in fall of 2007. The tasks, deadlines, and responsible persons are presented in Table C. The success of the assessment plan depends on adherence to the deadlines in the implementation plan. The first task is the appointment of the General Education Assessment Committee. This Committee will have oversight responsibility for implementing the assessment plan.

**TABLE C ASSESSMENT OF LEARNING OUTCOMES ATTAINMENT  
IMPLEMENTATION PLAN**

<b>TASKS</b>	<b>DEADLINE</b>	<b>RESPONSIBLE PERSON</b>
Appoint the members of the General Education Assessment Committee	June 2007	Chancellor
Appoint Chair of the General Education Assessment Committee	June 2007	Chancellor
Develop a budget	July 2007	Chair of Assessment Committee
Determine the percentage levels on the standardized test that will indicate		Assessment Committee

students' success in attaining the competencies measured by the tests		
Purchase the appropriate tests	July 2007	Chair of the Assessment Committee
Administer the appropriate test to freshmen	August – 2007	Chair Assessment Committee
Initiate Delphi Technique to develop the test for all competencies that are not measured by the standardized test	September 2007	Chair Assessment Committee
Administer the appropriate tests to graduating Seniors	March 2008	Chair Assessment Committee

### *Analysis of Transfer Student Data*

Transfer student data will be broken out and analyzed separately and then compared with the data of non transfer students.

### *Resources*

Administration of the General Education assessment plan will require financial resources. Both the MAPP and the NSSE must be purchased. Equipment maybe needed. Data from the test must be entered into a statistical program for analysis. The final report should be distributed to the Chancellor, Department Heads, the Faculty Senate, and the Board of Trustees.

## **Appendix A**

### **Timeline and Responsibilities**

The Gen Ed Course re-certification process begins in August as soon as the General Education Committee Chair is selected. The process is initiated by the Chair sending a letter to all affected Department Heads describing the re-certification process and requesting support. The remaining process is outlined in Table I.

Table I: Re-certification Process Timeline

<b>Time Period</b>	<b>Action</b>	<b>Responsible Party</b>
August	Send letter to Department Chairs providing information on and requesting support for Gen Ed Course Re-certification process	Gen Ed Committee Chair
August – Early Sept.	Assign Gen Ed Committee Members Gen Ed Course re-certification responsibilities	Gen Ed Committee Chair

Early September	Send letter to Department Chairs reminding them of the Gen Ed Course Re-certification material needs and deadline	Gen Ed Course Re-cert Liaison
Fall Semesters	Course instructors made aware of material needs for supporting the Gen Ed Course Re-cert Process and provide materials to the respective Dept. Chair	Dept. Chairs of Re-cert Courses
Mid October	Send letter to Department Chairs reminding them of the Gen Ed Course Re-certification material needs and deadline	Gen Ed Course Re-cert Liaison
December	Provide Gen Ed Course Re-cert Liaisons requested materials	Dept. Chairs of Re-cert Courses
Early January	Ensure received all necessary materials to review Gen Ed course for re-certification If not follow-up with respective Dept. Chair	Gen Ed Course Re-cert Liaison
January to March	Present Gen Ed course to Gen Ed Committee for re-certification	Gen Ed Course Re-cert Liaison
Early April	Update Re-certification Status Spreadsheet Notify Department Chairs of Re-certification Status	Gen Ed Committee Chair

## Certifying a Course for General Education

Proposed – Rev 4

A proposal to certify a course for General Education is to include:

1. Completed [General Education Course Certification Cover Sheet](#);
2. Catalog description, including credit hours, prerequisites and corequisites;
3. Description of how this course fulfills each of the [category guidelines](#) for general education, as follows:
  - a. Please state each guideline, followed by a specific explanation that includes relevant references to course content;
  - b. With regard to the guideline pertaining to the writing component, please describe the nature of the writing assignments and the percent of the course grade based on these assignments.
4. Model syllabus, including:
  - a. All items listed in the [standard syllabus](#);

- b. A description of the course content that reflects the scope and depth of the material to be taught and the order of presentation (not necessarily a day-by-day calendar);
  - c. A statement identifying the course as a general education course in the appropriate category;
  - d. A description of course objectives that clearly reflect the general education guidelines for this category;
  - e. Specific references to methods and/or assignments used to satisfy the general education writing requirement for this category and a statement of the relative weight given to these activities.
5. A description of how your department plans to ensure that all instructors adhere to the general education guidelines for this course.  
 Recommendations: supply all instructors with the approved general education course proposal containing the above four items; establish beginning-of-the-semester meetings of instructors to discuss ideas and exchange useful materials related to general education guidelines; establish a standard syllabus for the course that includes the general education guidelines and references to course content that fulfills these guidelines; hold “post-mortems” on how well sections have adhered to general education guidelines, including examinations of tests, assignments, and so on.
6. A description of how your department plans to document that students have achieved the goals set forth in the general education guidelines. Departments need to provide the General Education Committee with this documentation during the recertification process (about once every five years), not only for the purpose of recertification but also to satisfy criteria for SACS accreditation. Departments are strongly encouraged to make these materials accessible to instructors of the course and use these materials for internal assessments.\*
7. A description of how your department plans to use assessment results (see #6) to improve this course.  
***Suggestions: monitoring for similar expectations among instructors; analysis of similarities and differences among instructors; identification and sharing of exemplary course materials and designs; and clarification of course goals and objectives.***
- \* Typically, departments keep general education course files with a folder for each instructor. Each instructor’s folder needs to include:
- a. a syllabus that meets general education requirements;
  - b. copies of major tests and major quizzes;
  - c. instructions for major assignments, such as projects, final portfolios, oral presentations, research papers, class activities and so on; and
  - d. any other significant course information that illustrates how the course has fulfilled general education guidelines, especially the writing requirement.

Multiple folders for a general education course taught repeatedly by an instructor are appropriate only if the instructor makes significant modifications to the course from one semester to the next.

A [sample proposal](#) and a [sample model syllabus](#) are provided for your information.

## Notes

- The committee understands that the model syllabus is representative of syllabi used by individual instructors and that these syllabi may vary somewhat from the model. Likewise, the committee understands that instructors may use different illustrations, examples, etc., to satisfy general education guidelines.
- The General Education Committee welcomes feedback on this process.

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## General Education Certification Procedure

1. A department may submit a general education course certification proposal at any time during the academic year. A certification is in effect starting with the semester in which it is approved. A proposal submitted after January 15 may not be approved in time for the next year's catalog.
2. A new or significantly modified course must first be approved by the [Curriculum Committee](#) and the Faculty Senate before a proposal for its general education certification is submitted to the General Education Committee.
3. Send the official signed General Education Course Certification Cover Sheet and a hard copy of the general education course certification proposal to the Records Office, to the attention of the Registrar.
4. Submit an electronic version of the proposal, in MS Word or pdf format, to the Chair of the General Education Committee.
5. The Chair of the General Education Committee will inform the submitter regarding the date on which the proposal will be considered by the General Education Committee. A representative of the department making the proposal should attend this meeting. During this process, the chair or the committee may choose to return the proposal for more information.
6. The Chair of the General Education Committee will inform the submitter regarding the Committee's recommendation to the Faculty Senate (either approved or denied) and the date that the committee's recommendation will be considered by the Faculty Senate. **The approval of the Faculty Senate is required for courses to be certified for general education.**

## Notes

- *Informing instructors of general education requirements*

If a course is certified for general education, the department is expected to make the approved certification proposal and other appropriate material available to instructors of this course. Instructors need to be aware of departmental expectations regarding the means by which a course is to fulfill general education guidelines. Failure to adhere to these guidelines will jeopardize its recertification. (All general education courses are considered for recertification approximately every five years.)

- *Publication of course certifications*

Certified courses will be listed as such in the next catalog, on the UTC web site listing [certified courses](#), and on RAP sheets, etc.

- *Catalog deadline*

Complete proposals must be submitted to the General Education Committee no later than January 15 if the submitter intends for the course to be listed as certified for general education in the next catalog.

### **Proposed changes to the cover sheet**

1. Modify title: General Education Course Certification Cover Sheet
2. Update list of Gen Ed categories:
  - Rhetoric and Composition (RC)
  - ~~Oral Communication (OC)~~
  - Mathematics (MA)
  - Statistics (ST)
  - Natural Sciences-Lab (SL)
  - Natural Sciences-Nonlab (NS)
  - Humanities (HU)
  - Fine Arts (FA)
  - Western Humanities (WH1 or WH2)
  - Nonwestern (NW)
  - World Civilizations (WC1, WC2, or WC 3)
  - Behavioral/Social Sciences (SS)
  - ~~Intensive Writing (IW)~~
  - ~~Computer Literacy (CL)~~

### **Proposed changes to the on-line category guidelines:**

Doublecheck the online guidelines against the official Green Book guidelines. I think there's a problem here.  
Fix typos.  
Make sure titles are correct.  
Include official abbreviations for each category.

### **Proposed changes to webpage with standard syllabus:**

# Standard Syllabus

The general faculty urges all instructors to distribute syllabi containing, at a minimum, the following information. The General Education Committee requires that all general education course syllabi contain this information.

## Instructor Information

- Name
- Office Hours
- Office Phone
- Email address

## Course Information

- Number
- Title
- Number of Credit Hours
- Catalog Description
- Prerequisites and Corequisites
- Course objectives

At a minimum, be sure to include objectives that address all guidelines of the General Education category for which the course is certified.

## Other Information

- Attendance policy
- Evaluation procedures and grading scale
- Textbook
- ADA Statement regarding reasonable academic accommodations for students with disabilities. Sample statement: If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing) and think you might need special assistance or special accommodations in this class or any other class, call the Office for Students with Disabilities (425-4006) or go by that office at 110 Frist Hall.

## Appendix B

### General Education

#### Natural Sciences Course Recertification Evaluation Form

\*\*\*\*\*Complete one evaluation form for each course section being reviewed\*\*\*\*\*

**Course #:** \_\_\_\_\_ **Year/Semester Offered:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
  - 1 if material support as given is inadequate
  - 2 if material support as given is adequate
  - 3 if material support goes over and above guideline

	Guideline	Supporting Material					Evaluation		
		Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1	Cultivate understanding of scientific methods of thought & views of achievements								
2	Focus on theories and discoveries fundamental to current scientific reality								
3	Develop historical perspective – includes contributions of scientists								
4	Emphasize demand for evidence as the ultimate test of scientific validity								
5	Promote understanding of roles of imagination and logic in scientific thought								
6	Analyze advantages/limitations of empirical approaches								
7	Give appropriate attention to societal issues of scientific and tech developments								
8	Use appropriate technology to aid in understanding of principles and problems								
9	Include a writing component = 1/5 of grade (English and symbols)								
10	Lab component*: demonstrations of significant concepts; experience methods and technology; practice								

development of independent thought processes							
--	--	--	--	--	--	--	--

\* only applicable to courses with Laboratory component.

**Discussion:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**General Education**

**Mathematics and Statistics Course Recertification Evaluation Form**

\*\*\*\*\*Complete one evaluation form for each course section being reviewed\*\*\*\*\*

**Course #:** \_\_\_\_\_ **Year/Semester Offered:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
  - 1 if material support as given is inadequate
  - 2 if material support as given is adequate
  - 3 if material support goes over and above guideline

Guideline	Supporting Material					Evaluation		
	Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1 Develop a variety of quantitative problem solving strategies requiring logical thinking and persistence								
2 Emphasize basic quantitative concepts (ex: data collection, use of abstract symbols)								
3 Develop mathematical /statistical models of phenomena from the world								
4 Cultivate the use of mathematical reasoning skills								
5 Develop a sense of the nature of proof and its role in mathematical thinking, explore strengths/limitations of math and stats								
6 Foster appreciation for historical, logical, intuitive aspects of development of math/stats concepts								
7 Communicate using appropriate math/stats vocabulary and notation								
8 Include appropriate computational and procedural skills								
9 Use appropriate technology to aide understanding of math principles and solutions of math problems								
10 Prerequisite = Math Placement Level 20 or equivalent								
11 Include a writing component = 1/5 of grade. (use of English and symbols)								

12	Stats: include development of underlying axioms of probability & stats applications								
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**Discussion:** \_\_\_\_\_  
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**General Education**  
**Humanities and Fine Arts Course Recertification Evaluation Form**

\*\*\*\*\*Complete one evaluation form for each course section being reviewed\*\*\*\*\*

**Course #:** \_\_\_\_\_ **Year/Semester Offered:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
  - 1 if material support as given is inadequate
  - 2 if material support as given is adequate
  - 3 if material support goes over and above guideline

Guideline	Supporting Material					Evaluation		
	Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1 Writing component = ½ grade (Hum) Writing component = 1/5 grade (Fine Art)								
2 Hold human experience as center of concern								
3 Concentrate on significant or influential events/works								
4 Explore human activities as expression of the time/place in which they occur								
5 Illuminate relationship between creative expression and society, politics, life								
6 Provide awareness and explanation of human values/moralities/beliefs								
7 Develop potential for creativity, critical analysis, awareness—in written & oral form								

**Discussion:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## General Education

### Rhetoric and Composition Course Recertification Evaluation Form

\*\*\*\*\*Complete one evaluation form for each course section being reviewed\*\*\*\*\*

**Course #:** \_\_\_\_\_ **Year/Semester Offered:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
  - 1 if material support as given is inadequate
  - 2 if material support as given is adequate
  - 3 if material support goes over and above guideline

	<b>Guideline</b> Provide students opportunities to...	<b>Supporting Material</b>					<b>Evaluation</b>		
		Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1	Write complete well-crafted essays—use outlines, minimal mechanical problems								
2	Communicate ideas verbally within a group								
3	Develop habits of using correct spelling and careful proofing and editing								
4	Recognize mechanical problems								
5	Recognize language distortions (clichés, wordiness, mixed metaphor, etc.)								
6	Understand/use at least 2 library indexes to identify/locate periodical articles								
7	Read, comprehend, and summarize ideas found in essays and articles								
8	Compose, revise, and spell-check papers using a word processor								

**Discussion:** \_\_\_\_\_  
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**General Education**  
**Cultures and Civilizations Course Recertification Evaluation Form**

\*\*\*\*\*Complete one evaluation form for each course section being reviewed\*\*\*\*\*

**Course #:** \_\_\_\_\_ **Year/Semester Offered:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
  - 1 if material support as given is inadequate
  - 2 if material support as given is adequate
  - 3 if material support goes over and above guideline

Guideline	Supporting Material					Evaluation		
	Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1 Writing component = 1/3 grade								
2 Hold human experience as center of concern								
3 Concentrate on significant or influential events/works								
4 Explore human activities as expression of the time/place in which they occur								
5 Illuminate relationship between creative expression and society, politics, life								
6 Provide awareness and explanation of human values/moralities/beliefs								
7 Develop potential for creativity, critical analysis, awareness—in written & oral form								
8 Nonwestern courses in Option (i) have Western Humanities I as prerequisite								

**Discussion:** \_\_\_\_\_  
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 \_\_\_\_\_

## Behavioral and Social Sciences Course Recertification Evaluation Form

\*\*\*\*\*Complete one evaluation form for each course section being reviewed\*\*\*\*\*

**Course #:** \_\_\_\_\_ **Year/Semester Offered:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_

1. Place a check (√) in the appropriate box if the guideline is supported by the given material.
2. Place a check (√) in Evaluation box
  - 1 if material support as given is inadequate
  - 2 if material support as given is adequate
  - 3 if material support goes over and above guideline

	Guideline	Supporting Material					Evaluation		
		Syllabus	Exams	Quizzes	Major Assignmts	Other	1	2	3
1	Include a writing component (at least 1/3 of grade)								
2	Address implicit and explicit values guiding research								
3	Evaluate theories, methods, findings, and applications or research								
4	Acknowledge context or setting of research								
5	Consider contemporary issues and effects on individuals/society								
6	Examine impact of research on major contemporary issues								
7	Explore individual and group values								
8	Analyze advantages /limitations of empirical approaches to understanding and influencing human condition								
9	Use appropriate technology to understand human behavior								

**Discussion:** \_\_\_\_\_  
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 \_\_\_\_\_  
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