

General Education Task Force

Final Report

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Submitted by Task Force Members:

- **Bonnie J. White, Chair – Humana-Germany-Sherman Distinguished Professor,
College of Education**
- **Sushil H. Bhavnani – Professor, College of Engineering**
- **Drew Clark – Director, Institutional Research and Assessment**
- **Patricia A. Duffy – Alumni Professor, College of Agriculture,
Assistant Provost for Undergraduate Studies**
- **Chris Rodger – Scharnagel Professor of Mathematical Sciences,
College of Sciences and Mathematics**
- **J. Emmett Winn – Professor and Associate Dean for Curriculum and Teaching,
College of Liberal Arts**

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General Education Task Force Final Report

Part I: Overview

Auburn University's 2008 strategic plan identified *Elevating Academics* as our top priority. Specifically, Strategic Priority 1 is stated as "The Auburn University System will elevate undergraduate education and enrich the undergraduate experience." As "teaching and learning are the heart of the Auburn experience," the plan said, "we need to review our approaches and content, redesigning them to meet new challenges." Because it touches every student, general education provides an important focus for the effort to strengthen learning and teaching.

The strategic plan's action steps direct Auburn University to "conduct a review of general education requirements and novel general education programs at peer institutions." In response to this directive, the present General Education Task Force was appointed in September 2008 with the charge to:

- a. Review the University's current general education requirements (Core Curriculum),
- b. Understand the requirements of the General Studies Curriculum established under state law by the statewide Articulation and General Studies Committee,
- c. Determine the extent to which there are opportunities for greater flexibility or inclusiveness within Auburn's general education requirements,
- d. Look at models used at other land-grant universities, and
- e. Prepare a report that identifies alternative courses of action, with recommendations, for review by the Provost and discussion with the University Senate.

To fulfill this charge, the General Education Task Force met 16 times between September 2008 and March 2009. Members reviewed Auburn's current Core Curriculum, adopted in the early 1990s and revised periodically, most recently for conversion to the semester calendar in 2000. We studied the statewide Articulation and General Studies Committee (AGSC) guidelines. Additionally, we studied the general education programs of 15 peer universities, including traditional and innovative approaches both inside and beyond the South. We met with President Gogue; with Senior Associate Provost Sharon Gaber; with Linda Glaze, Associate Provost for Undergraduate Studies and former chair of the statewide Articulation and General Studies Committee; and with the incoming leaders of the University Senate, Drs. Kathryn Flynn and Dennis DeVries.

This report summarizes our findings related to the current Auburn University Core Curriculum (Part II), Alabama Articulation and General Studies Committee Guidelines (Part III), General Education and College-Level Competencies (Part IV), and Models of General Education at Land Grant and Other Institutions (Part V). General Education Task Force Recommendations are presented in Part VI. Appendix A contains useful web sites that relate to the report, and Appendix B is a summary of general education models at individual institutions.

Part II. Current Auburn University Core Curriculum

Before the adoption of the current Core Curriculum, Auburn University had a set of general education requirements consisting of 9 quarter hours of English Composition, 9 quarter hours of History or Literature, 5 quarter hours of Mathematics or Philosophy, 10 quarter hours in the Sciences, and 20 quarter hours of electives or area requirements.

In April 1985, the Core Curriculum Commission, chaired by then Dean of Veterinary Medicine Tom Vaughan, was charged by the University Senate to undertake a comprehensive review of the general education requirements and to make recommendations concerning a redesign of these requirements. The Commission presented its proposal in October 1987, and, after extensive debate, the Senate approved it in January 1988. If it had been implemented as presented in the proposal, the Core would have required 5 quarter hours of English Composition, two 0-credit upper-level writing reinforcement courses (preferably in the major), a minimum of 5 quarter hours of Foreign Language, 5 quarter hours in Mathematics, 3 quarter hours in Logic, 9 quarter hours in Great Books, 15 quarter hours in a science sequence including Concepts of Science, 9 quarter hours in an integrated Social Sciences sequence, and 3 quarter hours in Fine Arts.

Two ideas dominated the thinking of the original Core Curriculum Commission in recommending this set of requirements: first, that a core curriculum should represent a consensus of what all college students should know and be able to do; and, second, that the then-existing Auburn University curricula had become unbalanced, slighting a broad liberal education in favor of what the commission called “narrow pre-professionalism.” To right that imbalance, the commission expanded the Core to include year-long sequences in both history and literature (instead of in one or the other), to include both a course in mathematics and one in philosophy (again, instead of in one or the other), and to include, for the first time, required courses in the fine arts and the social sciences. An emphasis on the values of coherence, integration, and common academic experiences pervades the commission’s 1987 report. Those values led the commission to propose that all students take new interdisciplinary courses in the social sciences (since discontinued) and in Concepts of Science. While the curriculum implemented in 1991 was not a true Core Curriculum, in which all students take exactly the same courses, course menus were kept short, and the emphasis fell on commonalities rather than on suiting individual students’ preferences.

Three features from the proposal approved by the University Senate in 1988 were not implemented in the 1991 Core. These were (1) the requirement that each student be required to pass the final course in a first-year foreign language sequence; (2) the requirement that each student pass two upper-division “writing reinforcement” courses, preferably in the major; and (3) the requirement that each student take Concepts of Science. In addition, a junior-level writing course in English was included and Ethics was added as an option for Philosophy.

The 1991 Core was modified following adoption of Alabama's 1994 Articulation Agreement to include a second composition course at the freshman/sophomore level and to eliminate the junior-level writing course as a general education requirement. For the semester transition, which took place in 2000, quarter hour requirements were changed to semester hour requirements and a menu of choices was allowed for social sciences.

Today, the Auburn University Core Curriculum comprises 41 semester hours, distributed among eight broad academic fields, as displayed below (courses with available Honors sections are indicated by an asterisk):

ENGLISH COMPOSITION (6 semester hours)

- * English Composition I-II (ENGL 1100 - ENGL 1120)

WORLD LITERATURE (6 semester hours in a sequence)

- * World Literature I-II (ENGL 2200 - ENGL 2210)

PHILOSOPHY (3 semester hours)

- *Introduction to Logic (PHIL 1010)
- *Introduction to Ethics (PHIL 1020)
- *Ethics and the Health Sciences (PHIL 1030)
- Business Ethics (PHIL 1040)

FINE ARTS (3 semester hours)

- The Art of Architecture, Place and Culture (ARCH 2600)
- Introduction to Art History I (ARTS 1710)
- Introduction to Art History II (ARTS 1720)
- Introduction to Art History III (ARTS 1730)
- *Appreciation of Music (MUSI 2730)
- *Introduction to Theatre (THEA 2010)

MATHEMATICS (3 semester hours)

- Finite Mathematics & Applications (MATH 1100)
- Pre-Calculus Algebra (MATH 1120)
- Pre-Calculus Trigonometry (MATH 1130)
- Pre-Calculus Algebra & Trigonometry (MATH 1150)
- *Calculus I (MATH 1610)
- Calculus with Business Applications I (MATH 1680)
- Calculus for Engineering and Science I (MATH 1710)

SCIENCE (8 semester hours in a sequence, or 4 hours in combination with Concepts of Science)

- Introduction to Biology – A Survey of Life (BIOL 1000 - BIOL 1010)
- Principles of Biology – Organismal Biology (BIOL 1020 - BIOL 1030)
- Survey of Chemistry I-II (CHEM 1010 - CHEM 1020)
- Fundamentals of Chemistry I-II (CHEM 1030 - CHEM 1040)
- *General Chemistry I-II (CHEM 1110 - CHEM 1120)
- Physical Geology – Historical Geology (GEOL 1100 - GEOL 1110)
- Foundations of Physics (PHYS 1000)
- Astronomy (PHYS 1150)
- General Physics I-II (PHYS 1500 - PHYS 1510)
- *Engineering Physics I-II (PHYS 1600 - PHYS 1610)
- *Concepts of Science (SCMH 1010) (may not be paired with Introduction to Biology or Principles of Biology)

WORLD HISTORY (6 semester hours in a sequence)

- *World History I-II (HIST 1010 - HIST 1020)
- *Technology & Civilization I-II (HIST 1210 - HIST 1220)
- *Human Odyssey I-II (UNIV 2710 - UNIV 2720)

SOCIAL SCIENCE (6 semester hours, with 3 hours from each of two groups)

Group I

- Introduction to Anthropology: A Four-Field Approach (ANTH 1000)
- Global Geography (GEOG 1010)
- *Introduction to Psychology (PSYC 2010)
- *Sociology: Global Perspectives (SOCY 1000)

Group II

- *Principles of Microeconomics (ECON 2020)
- *Political Economy (POLI 1020)
- *American Government in a Multicultural World (POLI 1090)

The current Core Curriculum is described in detail at:

http://www.auburn.edu/academic/provost/undergrad_studies/core.html

Part III: Alabama Articulation and General Studies Committee Guidelines

The Alabama Articulation and General Studies Committee (AGSC) was created in 1994, through ACT 94-202 of the Alabama state legislature, for the purpose of simplifying transfer credit across Alabama's public universities and colleges. The statute creating the AGSC also directed it to create a general studies curriculum that would apply to all of the state's public colleges and universities, setting minimum standards for all campuses, including rules for course scope and approach. In addition, AGSC monitors and oversees the Statewide Transfer & Articulation Reporting System (STARS), which provides transfer guides/agreements for students in state two-year institutions transferring to degree programs in the state's four-year institutions. It also provides guidance for students in other transfer situations, such as a four-year institution to a four-year institution transfer.

The AGSC has created a statewide general studies and articulation program. The agreement covers coursework in the freshman and sophomore years. Under the guidelines, the four-year institution into which a student transfers from a junior college is required to give credit for up to half of the total bachelor degree program hours, to a limit of 64 semester hours of work completed. For students transferring from another four-year institution, transfer work beyond that total is evaluated on a case-by-case basis.

The AGSC divides the coursework for the freshman and sophomore year into five areas. General Studies comprise areas I through IV. Area V covers pre-professional and pre-major studies and electives.

The areas and the semester hours associated with them are:

- Area I Written Composition (6 semester hours)
- Area II Humanities and Fine Arts (12 semester hours)
- Area III Natural Sciences and Mathematics (11 semester hours)
- Area IV History, Social, and Behavioral Sciences (12 semester hours)
- Area V Pre-professional, pre-major, or elective (19 to 23 semester hours)

Within Area II, at least 3 semester hours must be in literature and 3 semester hours must be in the arts. Courses must be broad in scope and content. Courses in the arts must emphasize history or appreciation, not performance. Within Area IV, at least 3 semester hours must be in history and at least 6 semester hours from among other disciplines in the social and behavioral sciences. Additionally, students must complete one 6-hour sequence, either in literature or in history.

For Engineering, at the option of the institution, the following division may be elected:

- Area I Written Composition (6 semester hours)
- Area II Humanities and Fine Arts (9 semester hours)
- Area III Natural Sciences and Mathematics (11-12 semester hours)
- Area IV History, Social, and Behavioral Sciences (9 semester hours)
- Area V Pre-professional, pre-major, or elective (24-25 semester hours)

Students in Engineering must complete 6 semester hours in a particular discipline within the areas of humanities and fine arts or history, social, and behavioral sciences. Restrictions on transfers within Area III are also in place, requiring higher levels of mathematics for Engineering as opposed to other transfers, and requiring specific science courses.

Although institutions are not strictly bound by AGSC policies in setting Core requirements for their own internal students, institutions must provide suitable transfer credit for AGSC-approved courses and abide by the STARS transfer guides. Further, institutions that deviate from these guidelines could cause problems for students who wish to transfer out of the home institution to a different state university or college. Auburn's current Core Curriculum complies with AGSC general studies curriculum. However, under Auburn's current Core, choices within the AGSC areas are more restrictive than at many other state institutions. Auburn University requires students to complete the literature sequence in Area II and to take a course in Philosophy (Ethics or Logic) in Area II. In Area IV, it requires completion of a two-course sequence in World History, Technology & Civilization or The Human Odyssey. Also, choices in social sciences are more restricted than in other institutions. In Area III, Auburn University requires completion of either (a) two 4-hour courses in a single sequence in biology, chemistry, physics, or geology or (b) Concepts of Science plus a four-hour course in biology, chemistry, physics, or geology. Auburn has not elected to use the special core requirements for Engineering.

To have a course designated for statewide approval under the general studies curriculum, institutions submit a course proposal to the AGSC/STARS Administrative Office. The proposal is forwarded to the appropriate academic committee for review. If the appropriate academic committee approves the course, it is brought to AGSC for final approval. The full list of AGSC-approved courses for the two-year institutions and each of the four-year institutions can be found here:

<http://stars.troy.edu/stars/crslists.htm>

Below, Auburn's current Core is mapped to the four AGSC general studies areas:

Area I Written Composition (6 hours):

ENGL 1100-1120 or ENGL 1107-1127

Area II Humanities and Fine Arts (12 hours):

a) (Literature) ENGL 2200-2210 or ENGL 2207-2217;

b) (Philosophy) PHIL 1010 or PHIL 1017 or PHIL 1020 or PHIL 1027 or PHIL 1030 or PHIL 1037 or PHIL 1040;

c) (Arts) ARCH 2600 or ARTS 1710 or ARTS 1720 or ARTS 1730 or MUSI 2730 or MUSI 2737 or THEA 2010 or THEA 2017

Area III Natural Sciences and Mathematics (11 hours):

a) (Mathematics) MATH 1100 or MATH 1120 or MATH 1130 or MATH 1150 or MATH 1610 or MATH 1680 or MATH 1710;

b) (Science) an 8-hour sequence consisting of two 4-hour courses in a single sequence from BIOL 1020-BIOL 1030 or BIOL 1027-BIOL 1037 or CHEM 1010,1011-CHEM 1020, 1021 or CHEM 1030,1031-CHEM 1040, 1041 or CHEM 1110, 1111-CHEM 1120, 1121 or CHEM 1117,1118-CHEM 1127,1128 or GEOL1100-GEOL 1110 or PHYS 1500-1510 or PHYS 1600-1610 or PHYS 1607-1617; alternatively SCMH 1010 (Concepts of Science) + any other science course except BIOL 1000, BIOL 1020, and BIOL 1027, also including these non-sequenced courses PHYS 1000 and PHYS 1150

Area IV History, Social, and Behavioral Sciences (12 hours):

a) (World History) HIST 1010-1020 or HIST 1017-1027 or HIST 1210-1220 or UNIV 2717-2727 or UNIV 2710-2720 or HIST 1217-1227;

b) (Social Sciences Group 1) ANTH 1000 or GEOG 1010 or GEOG 1017 or PSYC 2010 or SOCY 1000 or SOCY 1007;

c) (Social Sciences Group 2) ECON 2020 or ECON 2027 or POLI 1020 or POLI 1027 or POLI 1090 or POLI 1097

Part IV: General Education and College-Level Competencies

This Task Force not only examined the general education programs of specific universities but also considered national trends in general education, especially in their relationship to the guidelines set by regional accreditation associations like SACS.

Most American models of general education emphasize (1) essential knowledge that students should acquire, (2) essential skills and modes of inquiry that students should learn to practice and apply, and (3) essential attributes of a college-educated citizen that students should come to exhibit. In practice, however, different models of general education emphasize these elements in differing degrees.

When Auburn University's Core Curriculum was adopted in 1991, the dominant model of general education emphasized essential knowledge that students should acquire or, more simply, what college graduates should know. Since that time, the national conversation has shifted markedly toward a more outcomes-based approach to general education, reducing the emphasis on subject-matter "coverage" and highlighting instead the college-level competencies that graduates should develop. For example, in *College Learning for the New Global Century* (2007), the National Leadership Council for Liberal Education and America's Promise (LEAP) has called for rebuilding the entire undergraduate curriculum around essential learning outcomes like knowledge of human cultures and the physical and natural worlds, intellectual and practical skills, personal and social responsibility, and integrative learning. This influential agenda for general education retains an emphasis on things students should know but shifts the center of gravity toward the skills and attributes that students should develop. At the same time, general education is now often being reconceived as a process that occurs across the entire undergraduate curriculum, including the major field of study and co-curricular experiences, rather than as a process concentrated in broad survey courses taken in the first two years of college.

The 2008 SACS *Principles for Accreditation* contains two standards related to general education. These standards represent an attempt to balance two models of general education, one based on essential broad knowledge, the other on essential college-level skills. Core Requirement 2.7.3 requires each baccalaureate program to have a general education component that is based on a coherent rationale, that includes at least 30 semester hours, and that requires each student to take at least one course in the humanities or fine arts, one in the social and behavioral sciences, and one in the natural sciences or mathematics. These courses must "ensure breadth of knowledge" and must not focus on the "skills, techniques and procedures specific to a particular occupation or profession." In counterbalance, Comprehensive Standard 3.5.1 reflects the more recent emphasis on essential outcomes: "The institution identifies college-level general education competencies and the extent to which graduates have attained them." Auburn University will have to demonstrate its compliance with both of these standards when it is next reviewed for reaffirmation in 2013. Any changes designed to make the Core Curriculum more flexible and inclusive need to remain mindful of this upcoming accreditation review.

Auburn's current Core Curriculum appears to meet the first of these two standards, since it includes more than 30 semester hours, requires students to take at least one broad-based course in the requisite academic areas, and is supported by an articulated rationale, which appears in the bulletin. The University has also taken recent steps to comply with the newer SACS standard on "general education competencies." Seven general education outcomes have been formally identified: information literacy, analytical skills and critical thinking, effective communication, informed and engaged citizenship, intercultural knowledge and diversity awareness, scientific literacy, and aesthetic appreciation and engagement. Some of these outcomes are skills and habits of mind that nearly any college-level course on any subject should emphasize, skills such as analysis and critique. Others – for example, scientific literacy – are more closely tied to specific fields of study. In any case, all baccalaureate graduates should attain these outcomes, no matter what the student's academic program or concentration. Studies are now being planned and conducted to identify the extent to which Auburn graduates have attained these general competencies. To be fully compliant with the SACS standard, information from these assessments will need to be analyzed and used to make educational improvements.

This Task Force considered whether making the Core Curriculum more flexible and inclusive would jeopardize our compliance with these two SACS standards. We determined that a careful revision need not endanger our accredited status. While the current Core requirements are compatible with the SACS breadth standard, there is little danger that a more flexible and inclusive Core would be any less compatible, provided that the new Core continues to be supported by a coherent rationale and that new courses made available also "ensure breadth of knowledge" and are not focused on a particular profession or occupation. Similarly, making the Core Curriculum more flexible and inclusive need not present problems with respect to the standard on "general education competencies." The Core Curriculum – current or expanded – should intentionally advance students towards attainment of these general education goals. Core courses may also achieve other important purposes, but this Task Force believes that each Core Curriculum requirement and course option should be clearly mapped to one or two of the University's general education goals. Core instructors should know what general education outcomes their courses are supposed to introduce or reinforce, and students should be able to select among Core options without losing opportunities to advance toward the University's goals for their general education. Course selection options should not allow students to opt out of achieving these goals. In general, available courses satisfying the same Core Curriculum requirement should probably address the same general education goals, so that pathways through the Core Curriculum will not allow detours around essential outcomes. If the Core expands, it will be critical to improve coordination and communication among participating departments to ensure that the institution is able not only to assess the extent to which graduates have attained these general education competencies but also to analyze and use the results of these assessments to make demonstrable improvements.

The current Core Curriculum and the Auburn University general education outcomes are described in detail at:

http://www.auburn.edu/academic/provost/undergrad_studies/core.html

http://www.auburn.edu/academic/provost/undergrad_studies/ccoc_genedoutcomes.html

Part V: Models of General Education at Land Grant and Other Institutions

As charged, the Task Force reviewed 15 institutions in order to better understand the general education models in use (see Appendix B for reviews of all institutions). The list included two institutions from Alabama, 11 other southern land-grant institutions, and two other institutions that were suggested to the Task Force.

Institutions Reviewed:

- Auburn University at Montgomery—Montgomery, Alabama
- Clemson University—Clemson, South Carolina
- Louisiana State University—Baton Rouge, Louisiana
- Mississippi State University—Starkville, Mississippi
- North Carolina State University—Raleigh, North Carolina
- Texas A & M University—College Station, Texas
- University of Alabama (Tuscaloosa)—Tuscaloosa, Alabama
- University of Arkansas—Fayetteville, Arkansas
- University of Florida—Gainesville, Florida
- University of Georgia—Athens, Georgia
- University of Kentucky—Lexington, Kentucky
- University of Nebraska—Lincoln, Nebraska
- University of Tennessee—Knoxville, Tennessee
- Virginia Tech University—Blacksburg, Virginia
- Washington State University—Pullman, Washington

General Findings:

In an imagined continuum, these 15 institutional models could be seen as falling between two broad categories, subject-matter coverage and college-level competencies, depending on when the most recent revision has been conducted. Institutions that have conducted their most recent complete revisions before the early 1990s have models that focus on subject-matter coverage; revisions of more recent vintage focus on accomplishment of college-level competencies. In our analysis, five institutions are primarily subject-matter coverage models and five institutions are primarily college-level competencies models with five institutions primarily hybrids that include elements of subject-matter coverage models and college-level competencies models.

Subject-Matter Coverage Models

Five institutions reviewed have general education models that are designed around subject-matter coverage:

- Auburn University at Montgomery—Montgomery, Alabama
- Louisiana State University—Baton Rouge, Louisiana
- Mississippi State University—Starkville, Mississippi
- North Carolina State University—Raleigh, North Carolina
- University of Arkansas—Fayetteville, Arkansas

The subject areas covered in these models conform to the traditional content drawn from English, written composition, humanities and fine arts, history, social sciences, behavioral sciences, natural sciences, and mathematics. The distribution of credits among these areas, however, varies in accordance with the institutional mission. For example, North Carolina State University's model has a very strong emphasis on sciences and mathematics. The current Auburn University general education model is quite similar to ones in place at these five institutions.

College-Level Competencies Models

Five institutions reviewed have general education models that are designed to address general education outcomes or goals:

- Clemson University—Clemson, South Carolina
- University of Georgia—Athens, Georgia
- University of Nebraska—Lincoln, Nebraska
- University of Tennessee—Knoxville, Tennessee
- Virginia Tech University—Blacksburg, Virginia

In general, these models use distribution requirements often combined with other measures to attempt to accomplish general education goals or outcomes. For example, Virginia Tech has seven areas designed to foster a variety of skills and abilities such as information literacy and creative problem solving. Each area includes a list of student learning goals and a list of courses that, if completed successfully, fulfill the goals.

The University of Tennessee focuses on two categories of outcomes: Building Basic Skills and Developing Broadened Perspectives. Building Basic Skills has three sets of goals based on acquiring, evaluating, and using information. Developing Broadened Perspectives has two sets of goals focused on students understanding their own beliefs and values and being sensitive to issues of cultural diversity. Each category has an approved listing of courses that provide the means for meeting the goals.

The University of Georgia system has ten core curriculum objectives that are met by a combination of distribution requirements in six areas that are similar to traditional core curriculum requirements, such as social sciences and quantitative reasoning. Each area has an approved list of courses that can be taken to complete the area requirements. In addition, the University of Georgia requires that all graduates meet eight university-wide degree requirements that can be met with a combination of course requirements, examinations, or demonstrated skills.

Clemson University has identified six broad general education competencies (each with its own set of goals that may be met in a variety of ways including specific courses). In some of the areas, the individual degree programs have flexibility in determining how the competencies are met. As part of the process, all students are required to document their general education competencies in an electronic general education portfolio that is evaluated by the individual programs.

The University of Nebraska is moving to new general education requirements for students beginning fall 2009. Their Achievement-Centered Education (ACE) is outcomes-focused and designed so that students will understand the purpose behind their taking a class (or being involved in an experience) and what they are expected to learn. Moreover, ACE is designed to facilitate students' learning integration throughout their college education and beyond.

Although there is variety in the ways these five institutions are approaching outcome-based general education, they are similar in the fact that they are embracing the college-level competencies model.

Hybrid Models

Five institutions reviewed use primarily hybrid models that include elements of subject-matter coverage models and college-level competencies models:

- Texas A & M University—College Station, Texas
- University of Alabama (Tuscaloosa)—Tuscaloosa, Alabama
- University of Florida—Gainesville, Florida
- University of Kentucky—Lexington, Kentucky
- Washington State University—Pullman, Washington

Part VI. General Education Task Force Recommendations

Based upon its study of the Alabama Articulation and General Studies Committee agreement, SACS Standards, Auburn University Core Curriculum and general education goals, and other institutional models, the General Education Task Force makes four recommendations:

Recommendation One: Use the flexibility available in the current Alabama Articulation and General Studies Committee (AGSC) agreement to provide a more inclusive approach to Auburn University's general education requirements.

The Task Force has determined that steps can be taken within our current Core Curriculum to be more flexible and inclusive. Such steps include:

1. Eliminate course requirements that are not part of the AGSC agreement:
 - a. Reduce the two required sequences (one in Area II, one in Area IV) to one required sequence. To the extent permitted by AGSC regulations or programmatic accreditation standards, students should select the sequence. Reducing the required course sequence to one would match the AGSC requirements.
 - b. Make philosophy an option in the arts and humanities area. The AGSC does not require philosophy.
 - c. Bring the science requirement in line with AGSC. Auburn requires eight semester hours including labs in an approved sequence; AGSC requires eight semester hours including labs which may be in two separate lab sciences.
2. Offer a longer menu of courses:
 - a. Consider additional courses that are appropriate to Auburn University's general education outcomes. All new Core courses would require AGSC approval to be eligible for transfer credit. Potential sources of additional courses include:
 - (1) Auburn University courses not currently part of the Core Curriculum. The Core Curriculum Oversight Committee (CCOC) would work with departments to determine appropriate courses to add.
 - (2) New Auburn University courses similar to AGSC-approved courses offered at other state institutions. Courses approved by AGSC at other institutions are likely to be approved for Auburn University.
 - (3) New Auburn University courses similar to courses from peer institutions outside the state that have similar general education outcomes.
 - b. Departments/programs should not restrict course selection by students unless there is a compelling reason, such as an accreditation standard or the need for a prerequisite for an advanced course in the academic program.

3. Exempt students from selected Core courses if students have high scores on appropriate tests. Departments would determine:
 - a. Appropriate courses that could be waived.
 - b. Acceptable tests and test scores.

Recommendation Two: Clarify the relationship between the current Core Curriculum and Auburn University’s general education outcomes.

The Core Curriculum Oversight Committee (CCOC) has been mapping the current Core Curriculum courses to major competencies in the general education goals. This process will help identify general education outcomes that are not fully supported by current course work within the Core Curriculum.

In the process of its review, the Task Force noted examples of where major competencies within general education outcomes may not be fully supported by current Core courses:

Example 1: Students will be informed and engaged citizens of the United States and the world. (General Education Goal: Informed and Engaged Citizenship)

Example 2: Students will understand and appreciate the diversity of and within societies of the United States and the world. (General Education Goal: Intercultural Knowledge and Diversity Awareness)

Although current components of the Core may accomplish a thorough job of teaching historical diversity and social development, there is concern that a similarly strong focus on contemporary multicultural, diversity, and social issues be identified in line with the general education outcomes. The Task Force noted that several comparable institutions have implemented general education requirements that are moving toward addressing these outcomes. These institutions include Clemson University; Washington State University, and the Universities of Florida, Kentucky, and Nebraska. (See Appendix B.)

The Task Force supports actions that will help to remedy possible discrepancies between the current Core Curriculum and the general education outcomes:

1. Review the current Core as it relates to general education outcomes:

Currently, such a review would require a cross-mapping of educational outcomes to AGSC categories. This procedure would require an identification process whereby objectives and content of specific Core courses are connected to specific general education goals and major competencies.

2. Verify that Core courses address the major competencies of the general education goals with which they are identified:

This process would require assessments to ensure that Core courses in fact strengthen students' abilities in the identified major competencies.

Recommendation Three: Expand the role of the Core Curriculum Oversight Committee to cover general education outcomes.

In supporting the general education outcomes, the Core Curriculum is an important component but not necessarily the only component of a general education. As the CCOC completes its mapping of current Core courses to general education outcomes, procedures will need to be developed which support the identification, implementation, and assessment of general education outcomes. Many of the major competencies of the general education outcomes will be met within Core courses or experiences; however, other major competencies will likely occur within the academic programs. As such, continued administrative support will be needed to ensure implementation and assessment of the general education outcomes.

For that reason, the Task Force recommends that the Auburn University Senate consider expanding the Core Curriculum Oversight Committee to a Core Curriculum and General Education Committee with broad representation. We expect that broad representation will be essential to the success of such a committee.

Recommendation Four: Action on Recommendations One, Two, and Three begin by the end of 2009.

For Auburn University to be in compliance with the outcomes-based SACS standard (Standard 3.5.1), the University needs to have identified the college-level general education competencies and have gathered assessment information about the extent to which graduates have attained these general education competencies. Auburn University has already identified its general education outcomes and is in the process of assessing how the current undergraduate program addresses the new language of outcomes. So that Auburn University may meet the requirement of having gathered assessment information about the extent to which graduates have attained the general education outcomes, Recommendations One, Two, and Three need to be implemented in a timely manner.

**Appendix A
GENERAL EDUCATION TASK FORCE
Useful Web Sites**

Auburn University:

Auburn University Core Curriculum:

http://www.auburn.edu/academic/provost/undergrad_studies/core.html

Auburn University General Education Outcomes:

http://www.auburn.edu/academic/provost/undergrad_studies/ccoc_genedoutcomes.html

Auburn University Strategic Plan:

http://ocm.auburn.edu/strategic_plan/

Alabama Articulation and General Studies Committee:

Approved General Studies Curriculum (Description of Areas):

http://stars.troy.edu/agsc/what_agsc.htm

Approved AGSC Course Listing by Areas--Auburn University:

<http://stars.troy.edu/stars/CRSLISTS/Au.htm>

Approved AGSC General Course Listing by Areas--University of Alabama:

<http://stars.troy.edu/stars/CRSLISTS/Ua-a.htm>

Southern Association of Colleges and Schools:

The Principles of Accreditation: Foundations for Quality Enhancement (2008)
(See: Core Requirement 2.7.3, page 17; Comprehensive Standard 3.5.1, page 27.)

<http://www.sacscoc.org/pdf/2008PrinciplesofAccreditation.pdf>

Association of American Colleges and Universities:

College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise (2007)

http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/e3/0e.pdf

Appendix B
GENERAL EDUCATION TASK FORCE
General Education Models at Land Grant and Other Institutions

Institutions Reviewed:

- **Auburn University at Montgomery—Montgomery, Alabama**
- **Clemson University—Clemson, South Carolina**
- **Louisiana State University—Baton Rouge, Louisiana**
- **Mississippi State University—Starkville, Mississippi**
- **North Carolina State University—Raleigh, North Carolina**
- **Texas A & M University—College Station, Texas**
- **University of Alabama (Tuscaloosa)—Tuscaloosa, Alabama**
- **University of Arkansas—Fayetteville, Arkansas**
- **University of Florida—Gainesville, Florida**
- **University of Georgia—Athens, Georgia**
- **University of Kentucky—Lexington, Kentucky**
- **University of Nebraska—Lincoln, Nebraska**
- **University of Tennessee—Knoxville, Tennessee**
- **Virginia Tech University—Blacksburg, Virginia**
- **Washington State University—Pullman, Washington**

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: Auburn University Montgomery

REVIEWED BY: Patricia Duffy

MODEL TYPE/TITLE: Core Curriculum Requirements

CORE CURRICULUM OBJECTIVES: not stated

TOTAL HOURS: 41 semester hours

BREAKOUT OF HOURS BY CATEGORIES:

Area I. Written Composition 6

Area II Humanities and Fine Arts 12 hours
at least 3 hours Literature, at least 3 hours Fine Arts

Area III. Natural Sciences and Mathematics 11
Natural Sciences, at least 8 semester hours
Mathematics, at least 3 semester hours

Area IV. History, Social Sciences, and Behavioral Sciences 12
History, minimum of 3 semester hours

Students must complete a 6 hour sequence in history or literature.

BRIEF DESCRIPTION OF CORE: follows the state articulation agreement.

REVISION DATE: unknown

SOURCE: http://www.aum.edu/uploadedfiles/Cat_UG_Intro_06org.pdf

Area I. Written Composition

ENGL 1010 English Composition I	3
ENGL 1017 English Composition I, Honors	3
ENGL 1020 English Composition II	3
ENGL 1027 English Composition II, Honors	3

Area II. Humanities and Fine Arts

COMM 1010 Introduction to Human Communication	3
COMM 2212 Public Speaking	3
ENGL 2530 Survey of English Literature I	3
ENGL 2540 Survey of English Literature II	3
ENGL 2570 Survey of American Literature I	3
ENGL 2580 Survey of American Literature II	3
ENGL 2600 Survey of Literature of the Western World I	3
ENGL 2610 Survey of Literature of the Western World II	3
FREN 1010 Beginning French I	4
FREN 1020 Beginning French II	4
FREN 2010 Intermediate French I/Lab	4
FREN 2020 Intermediate French II/Lab	4
GERM 1010 Beginning German I	4
GERM 1020 Beginning German II	4
GERM 2010 Intermediate German I/Lab	4
GERM 2020 Intermediate German II/Lab	4
INTL 2600 Survey of Literature of the Western World I	3
INTL 2610 Survey of Literature of the Western World II	3
PHIL 2000 Reasoning and Critical Thinking	3
PHIL 2010 Introduction to Philosophy	3
PHIL 2100 Applied Ethics	3
SPAN 1010 Beginning Spanish I	4
SPAN 1020 Beginning Spanish II	4
SPAN 2010 Intermediate Spanish I/Lab	4
SPAN 2020 Intermediate Spanish II/Lab	4
MUSI 2110 Music Appreciation (A).	3
THEA 2040 Theatre Appreciation (A).	3
VISU 1000 Art Appreciation(A)	3
VISU 2030 Art History I (A).	3
VISU 2040 Art History II(A)	3

Area III. Natural Sciences and Mathematics

BIOL 1010/1011 Principles of Biology I/Lab 4
BIOL 1020/1021 Principles of Biology II/Lab 4
CHEM 1100/1101 General Chemistry I/Lab 4
CHEM 1200/1201 General Chemistry II/Lab 4
MATH 1100 Finite Mathematics 3
MATH 1120 Precalculus Algebra 3
MATH 1150 Precalculus Algebra and Trigonometry 3
MATH 1610 Calculus I 4
MATH 1620 Calculus II 4
MATH 2630 Multivariable Calculus 4
MATH 2660 Linear Algebra 3
PHYS 2100/2101 General Physics I/Lab 4
PHYS 2200/2201 General Physics II/Lab 4
PSCI 1100/1101 Introduction to Physical Science/Lab 4
PSCI 1400/1401 Introduction to Astronomy/Lab 4
PSCI 1500/1501 Introduction to Chemistry/Lab 4

Area IV. History, Social Sciences, and Behavioral Sciences

ANTH 2110 Cultural Anthropology 3
ECON 2010 Economics I 3
ECON 2020 Economics II 3
GEOG 2050 Geography of World Regions 3
GEOG 2150 Cultural Geography 3
HIST 1010 World History I 3
HIST 1017 World History I, Honors 3
HIST 1020 World History II 3
HIST 1027 World History II, Honors 3
HIST 2010 U.S. History to 1877 3
HIST 2020 U.S. History Since 1877 3
INTL 2050 Geography of World Regions 3
INTL 2110 Cultural Anthropology 3
INTL 2150 Cultural Geography 3
POLS 2020 Institutions of American State and National Government 3
PSYC 2110 General Introductory Psychology 3
SOC 2000 Introduction to Sociology 3
SOC 2007 Introduction to Sociology, Honors 3
SOC 2010 Social Problems 3

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: *Clemson*

REVIEWED BY: *Sushil Bhavnani*

MODEL TYPE/TITLE: *General Education – Achievement of core competencies*

CORE CURRICULUM OBJECTIVES:

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the intellectual and ethical development of students, and the general well-being of society. Undergraduate students must be broadly educated and technically skilled to be informed and productive citizens. As citizens, they need to be able to think critically about significant issues. Students also need to be prepared to complete undergraduate work and a major course of study. The mission requires a high level of knowledge about and competence in the following areas: communication, computer use, mathematics, problem solving, natural sciences, social sciences, humanities, and arts. Thus the mission of general education is to provide Clemson undergraduate students with a structured base through which these needs can be met.

TOTAL HOURS: 33

**BREAKOUT OF HOURS
BY CATEGORIES:**

9 hours of Communication
English Composition (3 hours)
Advanced Writing (3 hours)
Oral Communication (3 hours)
2 hours of Academic/Professional Development
10 hours of Math/Scientific/Technical Literacy
Mathematics (3 hours)
Natural Sciences with Lab (4 hours)
Math or Natural Science (3 hours)
6 hours of Arts/Humanities
Literature (3 hours)
Non-Literature (3 hours)
6 hours of Social Sciences
Selected from two different fields
*Science and Technology in Society**
*Cross-cultural Awareness**
** Science and Technology in Society and Cross-Cultural Awareness Requirements may be satisfied by other General Education courses*

BRIEF DESCRIPTION OF CORE: *(Noted above)*

REVISION DATE: *May 15, 2005*

SOURCE: *Please see the Clemson bulletin*
<http://www.registrar.clemson.edu/publicat/catalog/2008/gened.pdf>

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION:

LSU

REVIEWED BY:

Chris Rodger

MODEL TYPE/TITLE:

General Education Requirements

CORE CURRICULUM OBJECTIVES:

The University's General Education requirement represents a conviction on the part of the faculty that all students need to reason logically, communicate effectively, and relate to the world around them. While courses completed in a field of study develop specific knowledge and skills in a chosen profession, general education courses not only enhance awareness of the world and the people in it, but also foster an appreciation of the arts and humanities and provide a basic understanding of mathematical and scientific principles.

General education courses are not hurdles to be overcome; rather, they are the means by which students learn to think, describe, interpret, and analyze the world. Their primary aim is to educate, rather than train, and to instill a desire for life-long learning. For more information about the goals of General Education at LSU, please follow the links on the University Web site through the Faculty Senate to General Education.

TOTAL HOURS:

39

BREAKOUT OF HOURS BY CATEGORIES:

- English composition (six hours)
- Analytical reasoning (six hours)
- Arts (three hours)
- Humanities (nine hours)
- Natural sciences (nine hours)
- Social sciences (six hours)

BRIEF DESCRIPTION OF CORE: Tons of choices.

- I. **ENGLISH COMPOSITION. 6**
All students must have credit in English 1001 or 1004 (for international students only), and 1002 or 2000.
- II. **ANALYTICAL REASONING. . . . 6**
General education analytical reasoning courses must come from the following list. All students must have credit in at least one Mathematics course. (Others – computer science, philosophy (logic), statistics)
- III. **ART. . . . 3**
Architecture, Art, Interior Design, Music, Philosophy, Theater (history, appreciation, surveys, etc)
- IV. **HUMANITIES. . . . 3**
African and African American Studies, Languages (many choices), History, Religious Studies, Philosophy, Communication Studies/Disorders, Classical Studies, Womens' and Gender Studies, English, Landscape Architecture.
- V. **NATURAL SCIENCES. . . . 9**
To complete the natural science requirement a student must take at least nine semester hours from the following list. A minimum of six hours must be in a physical or a life science course sequence and the remaining hours must be in an area other than that previously selected (i.e., both physical and life sciences must be taken). Choices from: Astronomy, Biology, Chemistry, Geography, Geology, Physical Sciences, Physics, Agriculture, Agronomy, Ecology, Renewable Resources.
- VI. **SOCIAL SCIENCES. . . . 6** African and African American Studies, Agricultural Economics, Anthropology, Economics, English, Curriculum and Instruction, Geography, History, Mass Communication, Political Sciences, Psychology, Sociology, Womens' and Gender Studies etc

REVISION DATE:

?

SOURCE:

<http://www.lsu.edu/catalogs/2008/083gened.shtml>

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: Mississippi State University (Starkville, MS)

REVIEWED BY: Patricia Duffy

MODEL TYPE/TITLE: "Core Requirements"

CORE CURRICULUM OBJECTIVES: not stated

TOTAL HOURS: 36 semester hours

BREAKOUT OF HOURS BY CATEGORIES:

English Comp (6 hours)

Mathematics and Natural Sciences (6-9 hours)

Humanities (at least 6 hours) *Includes English Lit, History, Philosophy, Religion, Foreign language, history of architecture*

Fine arts (3 hours) *Includes art history, art appreciation, architecture appreciation, into theater, history of interiors, history and appreciation of music, history and literature of music, floral design, history and appreciation of aircrafts*

Social/behavioral sciences (6 hours) *Includes intro to Ag Econ, Intro to Anthrology, intro to cultural anthro, into to biological anthro, intro to communication theory, intro to mass media, economics of social issues, principles of macro, principles of micro, human growth and development, principles of ed psych, forest resource econ, intro to world geography, cultural geography, American government, into to international relations, comparative government, general psych, psych of interpersonal relations, into sociology, contemporary social problems, marriage and family*

Students must show proficiency in public speaking, computer literacy, and advanced writing skills. Courses to meet these requirements are determined by department.

BRIEF DESCRIPTION OF CORE: 36 hours across various areas, see above

REVISION DATE: not clear. Looks like 1990.

SOURCE: Catalog. http://www.catalog.msstate.edu/core_records_and_credits.pdf

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: North Carolina State University (Raleigh, NC)

REVIEWED BY: Drew Clark

MODEL TYPE/TITLE: “General Education Program”

CORE CURRICULUM OBJECTIVES:

General Principles: “The program in General Education established the foundation for a lifetime of intellectual discovery, personal development, and community service while preparing students for advanced work in various academic and professional disciplines.”

TOTAL HOURS: 50-59 credit hours, depending on student choices

BREAKOUT OF HOURS BY CATEGORIES:

Mathematical and Natural Sciences (17-20 credit hours)

From an approved list of general education courses, students select:

- At least one course in mathematics (3 hours)
- One other course in mathematics, statistics, or logic (3 hours)
- Three courses from the natural sciences, at least two being from different basic sciences and at least two having a laboratory
- One additional course in mathematical or natural science (3 hours) (see Science, Technology and Society section for possible substitution)

Writing, Speaking and Informational Literacy (7 credit hours)

- English 101 (4 hours)
- One course in advance writing, speech, or second-year foreign language (3 hours)

Humanities and Social Sciences (18-21 credit hours)

From an approved list of general education courses, students select:

- One course in the study of literature (3 hours)
- One course in the study of philosophy, religion or history (3 hours)
- One course in the study of the visual and performing arts – or a history course (3 hours)
- One course in each of two social sciences, including linguistics but not history (6 hours)
- Two additional courses from the list for Humanities and Social Sciences (6 hours) (see Science, Technology and Society section for possible substitution)

Note: At least one course from these seven must focus on a culture that does not speak English

Foreign Language (0-6 credit hours)

Proficiency at the 102 level, demonstrated from high-school transcripts or NCSU examination or course work

Physical Education (2 credit hours)

Two one-hour credits, including one Fitness and Wellness course (PE 100-level courses) (S/U or graded)

Science, Technology and Society (0-3 credit hours)

From one of two approved lists, students select one course. Students majoring in Science/Technology fields must choose from the Humanities and Social Science list, those majoring in the latter from the list for the former. Each list contains around 50 courses, and students are warned to consult with their major advisors before making a selection, as restrictions may apply. Examples from the Humanities/Social Sciences list include Ethics in Engineering, Ancient and Medieval Science, and American Parks, Parkways and Estates. Examples from the Science/Technology list include Microbiology and World Affairs, Land and Life, and Darwinism in Science and Society. Numerous courses appear on both lists.

This requirement is explicitly tied to NCSU's land-grant mission of applying science and technology to the cause of human betterment.

There is room to count this course in either the Mathematical and Natural Science requirement or the Humanities and Social Sciences requirement.

Technology Fluency (0 hours)

Use of computers or other appropriate technology in the major.

BRIEF DESCRIPTION OF CORE: NCSU's general education program places an unusually strong emphasis on math and science both directly and in their application to common life. The requirement of a three-hour course that speaks to the University's land-grant mission is, so far, unprecedented in other curricula reviewed by our committee.

REVISION DATE: Not discovered

SOURCE: <http://www.ncsu.edu/uap/academic-standards/ger/ratobj.html> and related links

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: Texas A & M University

REVIEWED BY: Patricia Duffy

MODEL TYPE/TITLE: “University Core Curriculum”

CORE CURRICULUM OBJECTIVES:

Quotations from catalog; see source provided below.

“The University Core Curriculum at Texas A&M University assures that all undergraduate programs provide for breadth of understanding. The Core Curriculum emphasizes competence in the process of learning, the capacity to engage in rigorous and analytical inquiry, and the ability to communicate clearly and effectively. It supports the development of extensive knowledge about and appreciation for our cultural heritage, our social and moral responsibilities, and our interactions with the economies and cultures of the international community. The University Core Curriculum acts to enrich and broaden the University’s tradition of providing thorough preparation in each student’s academic major.”*

TOTAL HOURS: 41-47, plus at least 2 hours of Kinesiology (43-49 in all)

HOURS ACROSS 7 CATEGORIES:

1. “The ability to communicate through the use of the spoken or written word requires the development of speech and writing skills.”*
 - a. **Communication (6 hours)**

2. “Without knowledge of mathematics, the language of science; and logic, the art of critical inquiry; it is not possible to understand or participate in the development of knowledge.”*
 - a. **Mathematics (6 hours, at least 3 of which must be in mathematics)**

3. “Knowledge and appreciation of science as a significant human activity, rather than merely a listing of results or collection of data, is acquired only by engaging in the activities of science.”*
 - a. **Natural Sciences (8 hours)**

4. “Knowledge of our culture and its ideals makes possible both social integration and self-realization.”*
 - a. **Humanities (3 hours)**
 - b. **Visual and Performing Arts (3 hours)**

5. “As the human social environment becomes more complex, it is increasingly important for individuals to understand the nature and function of their social, political and economic institutions.”*
 - a. **Social and Behavioral Sciences (3 hours)**
 - b. **U.S. History and Political Science (12 hours, 6 hours of history and 6 hours of political science)**

6. "As individual and national destinies become progressively more interconnected, the ability to survive and succeed is increasingly linked to the development of a more pluralistic, diverse and globally-aware populace."* *Courses from other parts of the Core can be used to satisfy this requirement if on the list of accepted courses.*

- a. **International and Cultural Diversity (6 hours)**

7. "As the ancient scholars knew and as modern research has confirmed, the development of the body as well as the mind is an integral part of the educational process."*

- Two classes in Kinesiology**

Also two writing reinforcement classes in the major.

Additional: "No student may satisfy all 12 hours of University Core Curriculum requirements in the categories of humanities, visual and performing arts, and social and behavioral Sciences by courses having the same prefix."

REVISION DATE: not stated.

***SOURCE: Catalog**

[http://www.tamu.edu/admissions/catalogs/08-09 UG Catalog/gen info/university core curriculum/specific requirements.htm](http://www.tamu.edu/admissions/catalogs/08-09%20UG%20Catalog/gen%20info/university%20core%20curriculum/specific%20requirements.htm)

A list of specific classes to satisfy each requirement can also be found in the Catalog.

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: University of Alabama (Tuscaloosa, AL)

REVIEWED BY: Patricia Duffy

MODEL TYPE/TITLE: Core Curriculum/General Education Requirements

CORE CURRICULUM OBJECTIVES: could not find

TOTAL HOURS: 53 total, including 6 hours of 300-400 level writing classes

BREAKOUT OF HOURS BY CATEGORIES:

- 1) English Composition (6)
- 2) 300-400 level courses with writing designation (6)
- 3) Computer (6) or foreign language (6)
- 4) Humanities, literature and fine arts (12)
- 5) History and social and behavioral sciences (12)
- 6) Natural sciences and math (11)

One course under 4) must be fine arts and one must be literature.

One course under 5) must be in history. Each student must complete either a history or a literature sequence. Courses that are used to satisfy the language requirement may not also be used to satisfy humanities.

Engineering has a modified core, with 9 hours under 4) and 9 hours under 5).

BRIEF DESCRIPTION OF CORE: Based on AGSC core with addition of language/computer requirement and writing reinforcement classes.

REVISION DATE: Appears to have been last revised in 1998.

SOURCE: <http://catalogs.ua.edu/catalog08/>

Classes that appear to satisfy certain areas

Fine Arts:

ARH 151 Introduction to the Visual Arts (A)
ARH 252 Survey of Art I (A)
ARH 253 Survey of Art II (A)
ARH 254 Survey of Art III (A)
TCF 112 Motion Picture History & Criticism (A)
TH 114 Introduction to Theatre (A)

Literature:

EN 207 World Literature I
EN 208 World Literature II
EN 209 American Literature I
EN 219 Honors American Literature I
MUS 121 Introduction to Listening (A)
NEW 211 Humanities I - Perspectives (A)
NEW 212 Humanities I - Creativity (A)

Humanities:

AMS 150 Introduction to American Culture (Arts & Values)
AMS 151 Introduction to American Studies (Comtemp Am Art)
AMS 205 Working Lives
AMS 206 American Character
CL 222 Greek and Roman Mythology
COM 100 Rhetoric and Society
COM 121 Honors Critical Decision Making
COM 122 Critical Decision Making
COM 123 Public Speaking
COM 210 Oral Interpretation of Literature
GN 260 The Holocaust in Film and Literature
NEW 215 Perspectives in Humanities (Environ. Studies)
PHL 100 Introduction to Philosophy
PHL 105 Honors Introduction to Philosophy
PHL 200 Introduction to Ethics
PHL 201 Ancient and Medieval Philosophy
PHL 202 Honors Introductory Ethics
PHL 204 Medical Ethics
PHL 220 Introduction to Political Philosophy
PHL 251 Renaissance and Modern Philosophy
REL 100 Introduction to Religious Studies
REL 101 Introduction to Religious Studies-Problem of Evil
REL 110 Introduction to the Old Testament
REL 112 Introduction to the New Testament
REL 224 Introduction to Judaism
UH 101 Survey: Values and Society
UH 201 Survey: Classics and Western Culture
UH 202 Survey: Classics and Eastern Culture
WS 200 Introduction to Women's Studies

Humanities/Languages:

FR 101 Introductory French I
FR 102 Introductory French II
FR 103 Intensive Review Intro French I/II
FR 201 Intermediate French I
FR 202 Intermediate French II
GN 101Elementary German I
GN 102Elementary German II
GN 111Accelerated Elementary German
GN 112Accelerated Intermediate German
GN 201Elementary German I
GN 202Elementary German II
GR 101Introductory Greek I
GR 102Introductory Greek II
IT 101 Introductory Italian I
IT 102 Introductory Italian II
IT 201 Intermediate Italian I
IT 202 Intermediate Italian II
LA 101Introductory Latin I
LA 102Introductory Latin II
LA 201Intermediate Latin Read I
LA 202Intermediate Latin Read II
RUS 101 Elementary Russian I
RUS 102 Elementary Russian II
RUS 111 Accelerated Elementary Russian
RUS 112 Accelerated Intermediate Russian
RUS 201 Intermediate Russian I
RUS 202 Intermediate Russian II
SP 101 Introductory Spanish I
SP 102 Introductory Spanish II
SP 103 Spanish First Year Review
SP 201 Intermediate Spanish I
SP 202 Intermediate Spanish II

History:

HY 101 Western Civilization to 1648
HY 102 Western Civilization since 1648
HY 105 Western Civilization to 1648 Honors I
HY 106 Western Civilization Since 1648 Honors II
HY 203 American Civilization to 1865
HY 204 American Civilization Since 1865
HY 205 American Civilization to 1865 Honors I
HY 206 American Civilization Since 1865 Honors II

Social & Behavioral Sciences:

ANT 100 Introduction to Anthropology

ANT 102 General Anthropology II

ANT 103 Great Discoveries in Archaeology

ANT 210 Language and Culture

COM 101 Principles of Human Communication

COM 220 Fundamentals of Interpersonal Communication

EC 110 Principles of Microeconomics

EC 111 Principles of Macroeconomics

GY 105 World Regional Geography

GY 110 Principles of Human Geography

HD 101 Life Span Human Development

NEW 237 Social Science I - Civic Effectiveness

NEW 273 Cooperation and Conflict

PSC 101 Introduction to American Politics

PY 101 Introduction to Psychology

SOC 101 Introduction to Sociology

SOC 202 Analysis of Social Problems

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: University of Arkansas

REVIEWED BY: J. Emmett Winn

MODEL TYPE/TITLE: “University Core Requirements”

CORE CURRICULUM OBJECTIVES:

“Rationale for U of A General Education Core

In order to prepare its students for lives of the highest individual quality and the greatest potential contribution to the making of a better world, the University of Arkansas has developed a comprehensive program of general education. Although the basic skills, knowledge, methodologies, and judgments derived from experience in the core area set forth here may provide the basis for a major or professional concentration, the aims of these core requirements are not career specific. Rather, the following areas are designed to develop the tools for critical thinking and effective communication, an understanding of our richly diverse human heritage, the flexibility to adapt successfully to a rapidly changing world, a capacity for lifelong learning, and an enthusiasm for creativity.”

TOTAL HOURS: 35 semester hours

BREAKOUT OF HOURS BY CATEGORIES:

(Note attached chart for specific course options)

English/Communication (6 hours)

Fine Arts/Humanities (6 hours)

Mathematics (3 hours)

Science (8 hours)

Social Science (9 hours)

American History and Civil Government (3 hours)

BRIEF DESCRIPTION OF CORE: “University Core Requirements

The University of Arkansas has adopted a “State Minimum Core” of 35 semester-credit-hours of general education courses that are required of all baccalaureate degree candidates. This is in compliance with Arkansas Act 98 of 1989 and the subsequent action of the Arkansas State Board of Higher Education. Beginning in the fall semester of 1991, all state institutions of higher education in Arkansas have a 35-hour minimum core requirement with specified hours in each of six academic areas. The University has identified those courses that meet the minimum requirement, and they are listed in the chart above. Students should consult the requirements for specific colleges and programs when choosing courses for use in the UA University Core.”

REVISION DATE: Fall 1991

SOURCE: Catalog. http://catalogofstudies.uark.edu/0809-Catalog_of_Studies3.pdf

Details

English/Communication (6 hours)

Courses offered in this area are designed to develop the ability to organize ideas and to communicate them in grammatically correct written English with clarity, precision, and syntactical maturity. Freshman English courses taken at other universities will satisfy this requirement only if they are courses in composition. Students whose ACT scores in English are 18 or below must enroll in the sequence of courses ENGL 0003, ENGL 1013, and ENGL 1023. Students whose ACT scores in English are between 19 and 27 should enroll in ENGL 1013-1023. Students with English ACT scores of 28 or above may enroll in Honors English (1013H-1023H) or regular English (1013-1023). Students with English ACT scores of 30 or above may take 1013H-1023H or elect exemption. Students electing exemption must fill out forms in the English department office. Some programs require credit in composition, and students should confer with their advisers before choosing exemption.

Fine Arts/Humanities (6 hours)

Courses presented in this area are drawn from the study of human thought, emotion, values, culture, and aesthetics. They are designed to develop the capacity for reflection, an appreciation of our own diverse culture and a tolerance of those foreign to us, and a heightened aesthetic and ethical sensibility. The courses are not performance-based, but offer students a basis for the gradual acquisition of broad cultural literacy.

Mathematics (3 hours)

Courses offered in this area are designed to develop the students' ability to understand the diverse mathematical concepts that shape our increasingly technical culture. Core mathematics courses presuppose the ability to apply mathematical techniques at the level of high school algebra and geometry. The specific course(s) selected will depend upon each student's curriculum, but no course below college algebra may be used to fulfill core requirements.

Science (8 hours)

A primary goal of these courses is to develop an appreciation of the basic principles that govern natural phenomena and the role of experiment and observation in revealing these principles. Students should acquire an understanding of the relationship between hypothesis, experiment, and theory, and develop the skills common to scientific inquiry, including the ability to frame hypotheses and defend conclusions based on the analysis of data. These courses are designed to prepare a student for informed citizenship by illustrating the importance of science and technology to the present and future quality of life and the ethical questions raised by scientific and technological advances.

Social Science (9 hours)

The social sciences acquire and transmit knowledge with a distinctive set of methodologies. Courses offered in these methodologies are designed to equip

students with an understanding of the causes and consequences of actions taken by individuals as well as by groups and institutions.

American History and Civil Government (3)

Under Arkansas law, no undergraduate degree may be granted to any student who has not passed a college course in American history and civil government. Courses offered by the University of Arkansas, any one of which will meet this requirement, are HIST 2003 History of the American People to 1877; HIST 2013 History of the American People, 1877 to Present; and PLSC 2003 American National Government.

GENERAL EDUCATION TASK FORCE
Review of General Education/Core Requirements

SCHOOL/LOCATION: University of Florida (Gainesville, FL)

REVIEWED BY: Bonnie White

MODEL TYPE/TITLE: General Education Curriculum

GENERAL EDUCATION/CORE OBJECTIVES:

From 2008-2009 Catalog: “Common collective knowledge about the world enables us to communicate, to make informed decisions about many aspects of our lives, to understand and to participate fully as informed citizens in local, national and global matters.”

“Competency in composition, the humanities, physical and biological sciences, mathematics, and social and behavioral sciences, enables us to better understand ourselves, our neighbors, other cultures and times, and the principles governing the natural world and the universe. In general education courses, students gain fresh perspectives, methods and tools for understanding the traditional and the newly discovered.”

“The general education curriculum is organized around seven major content areas: composition, diversity studies, humanities, international studies, mathematics, physical and biological sciences, and social and behavioral sciences.”

TOTAL HOURS: 36

**BREAKOUT OF HOURS
BY CATEGORIES:**

Composition (3 credits)
Diversity (3 credits)*
Humanities (9 credits)**
International (3 credits)*
Mathematics (6 credits)
Physical and Biological Sciences (9 credits)**
Social and Behavioral Sciences (9 credits)**

*Note: New students Summer B 2007 and on must take three hours each of Diversity and International designated courses, which must be earned concurrently with another category.

**Note: The required credits for the humanities, social and behavioral sciences, and physical and biological sciences categories are flexible. Many colleges permit students to vary these 27 credits as long as there are no fewer than six credits in any of the three categories.

BRIEF DESCRIPTION OF CORE:

Excerpts From 2008-2009 catalog: The catalog presents a description of each of the content areas: composition, diversity, humanities, international, mathematics, physical and biological sciences, and social and behavioral sciences. (Follow link below.) Additionally, the catalog lists student learning outcomes in terms of content, critical thinking, and communication.

Students can take general education courses at the 1000-4000 level. First-year students generally take introductory classes (1000-2000 level). Those with the academic background and interest can take more advanced classes.

Acceptable dual enrollment and other transfer credit will fulfill the general education requirements that the same UF course fulfills if the course is equivalent. Courses from Florida public community colleges and State University System schools generally adhere to the Statewide Course Numbering System. If the prefix (first three letters) and the last three digits of the course number are the same, then the course is considered equivalent.

REVISION DATE: probably Summer 2007

SOURCE: <http://www.registrar.ufl.edu/catalog/policies/advisinggened.html>

GENERAL EDUCATION TASK FORCE

Review of Core Requirements

SCHOOL/LOCATION: University of Georgia (Athens, Georgia)

REVIEWED BY: Bonnie White

MODEL TYPE/TITLE: “University of Georgia Core Curriculum”
Subject Clusters or Areas

CORE CURRICULUM OBJECTIVES:

The Board of Regions of the University System of Georgia maintains the common core objectives for the institutions. The Board of Regions requires that each institution’s core curriculum:

1. Encourage the development of written and oral communication skills and critical thinking within the broader academic context;
2. Permit opportunities for interdisciplinary learning;
3. Include offerings that reflect the special characteristics of the institution;
4. Feature international components that increase global awareness and introduce the student to different cultural perspectives;
5. Include an informed use of information technology;
6. Employ pedagogy designed to increase intellectual curiosity and to initiate a continuing interest in the subject matter;
7. Feature course that are challenging and rigorous and provide learning experiences that distinguish a field;
8. Introduce the methods used by technical and scientific professionals such as the evaluation of empirical data, problem recognition, problem definition, the application of scientific principles, and logical problem solving;
9. Be cohesive and provide entry to both specialized studies in the student’s chosen field and remaining courses (whether upper or lower division) in the institutions’ general education curriculum; and
10. Be designed with the assumption that students have met all admissions standards to the institution (with appropriate academic support provided for those who have not.)”

Source: Board of Regents of the University System of Georgia. Effective Date: Fall 1998

TOTAL HOURS: 60 credit hours (42 minimum in general education; 18 in major-related curriculum)

BREAKOUT OF HOURS BY CATEGORIES: Effective Fall 2008

Area I: FOUNDATION COURSES (9 hours)

English and math courses common through the University System

Area II: SCIENCES (7 - 8 hours)

Physical Sciences (3-4 hours); Life Sciences (3 - 4 hours) At least one must include a laboratory.

Area III: QUANTITATIVE REASONING (3 - 4 hours)

Area IV: WORLD LANGUAGES, CULTURE, HUMANITIES AND THE ARTS (12 hours)

World Languages and Culture (9 hours); Humanities and the Arts (3 hours)

Area V: SOCIAL SCIENCES (9 hours)

Area VI: COURSES RELATED TO THE PROGRAM OF STUDY (18 hours)

Prior to Fall 2008:

Area A: ESSENTIAL SKILLS (9 hours)

Area B: INSTITUTIONAL OPTIONS (4 – 5 hours)

Area C: HUMANITIES/FINE ARTS (6 hours)

Area D: SCIENCE, MATHEMATICS, AND TECHNOLOGY (10 – 11 hours)

Area E: SOCIAL SCIENCES (12 hours)

Area F: See individual program requirements.

BRIEF DESCRIPTION OF CORE:

“The Core Curriculum was established within the University System of Georgia as a means of facilitating the transfer of credit for students at the lower division level as they work toward baccalaureate degrees within University System colleges and universities. The various institutions within the University System, in establishing their core curricula provide for (1) 60 semester credit hours of which a minimum of 42 are in general education and 18 in major-related courses; (2) assurances that all courses satisfactorily completed in the core curriculum of any unit of the University System will be acceptable and transferable to other units of the University System; and (3) the preservation of the maximum possible amount of institutional autonomy.”

Note: Courses accepted for the Core Curriculum are listed within the Majors.

In addition to the Core Curriculum, University of Georgia graduates must meet university-wide degree requirements:

Oral Communication and Computers: “. . . require students to demonstrate oral communication and basic computer skills appropriate for a graduate in the major.”

Cultural Diversity Requirement: (fall 2002) “. . . must comply with the University of Georgia Cultural Diversity Requirement.” Specific to school/college.

Environmental Literacy Requirement: (fall 1993) “. . . knowledge of basic principles concerning environmental issues.” Satisfied by taking one course from a list of approved courses.

Examinations on the Constitutions: “Examinations on the Constitution of the United States and that of the state of Georgia . . .”

Examinations on United States and Georgia History: “A passing grade on an examination on the history of the United States and Georgia is required . . . unless exempted by one of the following courses: HIST 2111, HIST 2112, HIST 2111H, HIST2112H, HIST 3080H.”

Regents’ Writing and Reading Skills Requirement: “. . . must pass the Regents’ Reading Skills (TGTR 0198) and Regents’ Writing Skills (RGTE 0199) courses as a requirement for graduation. Students may exempt these courses through examination by passing the Regents’ Reading Test and the Regents’ Essay Test or an approved alternative test in reading comprehension and in writing.”

Basic Physical Education: (fall 1991) “. . . are required to pass one semester credit hour of basic physical education.”

English 1101 and 1102: “. . . are required for all undergraduate degrees from the University of Georgia.”

REVISION DATE: New core implemented Fall 2008

SOURCE: 2008 Georgia Bulletin: http://www.bulletin.uga.edu/Bulletin_Files/acad/general_Link.html

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: University of Kentucky (Lexington, KY)

REVIEWED BY: Drew Clark

MODEL TYPE/TITLE: “University Studies Program”

CORE CURRICULUM OBJECTIVES:

General Principles: “A university education truly worth the name must do more than prepare students for a job or a career. It must broaden their understanding of the world, of themselves, of their role in society, and of the ideals and aspirations which have motivated human thought and action throughout the ages. It must help individuals use their acquired knowledge to grow in maturity as they take responsibility for their lives by establishing their own individual goals and developing the habit of lifelong learning.

“The broad goals of the University of Kentucky's general education program, called University Studies, make for mature, open, flexible individuals who can adapt to changing situations, learn new skills, and meet unforeseen challenges in their careers. At the same time, University Studies will help students to develop their own sense of values, to pursue their own goals, and to contribute to the political, moral, social, and cultural enrichment of society.”

TOTAL HOURS: 28-40 credit hours, depending on student’s high school courses, course selection for Mathematics, and exposure to the Oral Communication requirement.

BREAKOUT OF HOURS BY CATEGORIES:

Mathematics (3 credit hours)

Any calculus course or one of three other Math courses or certain ACT/SAT scores

Foreign Language (0-6 credit hours)

Two years of a foreign language in high school or two semesters of a foreign language at UK

Inference-Logic (3 credit hours)

Any calculus course or, after completing a non-calculus Math course, Statistics 200 and either of two logic courses. A student passing calculus will get credit for both Math and Inference-Logic.

Written Communication (4 hours)

English 104 or certain ACT/SAT/AP scores

Oral Communication – CURRENTLY SUSPENDED (3 credit hours)

One of four designated courses or an approved substitute in the major.

Natural Sciences (6 hours)

Menu of eligible courses from Biology, Chemistry, Physical Geography, Geology, and Physics (including Astronomy). No requirement that students take both courses in the same science.

Social Sciences (6 hours)

Menu of eligible courses from: Anthropology, Communication, Economics, Family Studies, Geography, Political Science, Psychology and Sociology. Students may not count two courses in the same social science.

Humanities (6 hours)

Menu of eligible courses from: Architecture, Art, Classics, English, French (literature), German (literature), History, Music, Philosophy, Russian and Eastern Studies, Theatre and Women's Studies

Cross-Cultural (3 hours)

Menu of eligible courses focused on at least one non-Western culture.

BRIEF DESCRIPTION OF CORE: Kentucky's "University Studies Program" is an unremarkable general education structure. According to an October 30, 2007, article in InsideHigherEd.Com, UK is revising its general education requirements, but I was unable to find traces on the UK web site that the revision has gone into effect.

REVISION DATE: circa 1990

SOURCE: <http://www.uky.edu/Registrar/bullusp.htm> and related links

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: University of Nebraska

REVIEWED BY: J. Emmett Winn

MODEL TYPE/TITLE: “Comprehensive Education Program”

CORE CURRICULUM OBJECTIVES: “Unlike the specific study in a major field, which students often envision as their purpose for being at a university, the Comprehensive Education Program requires students to lay a foundation for their continued intellectual growth by developing 1) their ability and desire to analyze, evaluate and communicate complex material and positions, and 2) a context for understanding the breadth of human endeavor. Without this foundation, students may be unable to engage the complex issues which either an in-depth study in a major area requires or our society faces.”

TOTAL HOURS: Generally 57 semester hours (27 in ES and 30 in IS) but it also has components for Information Discovery and Retrieval and Co-Curricular Experience. Also, these requirements vary somewhat by college.

BREAKOUT OF HOURS BY CATEGORIES:

Essential Studies [ES]

Area A–Communication: Knowledge of and experience with writing and speaking appropriate to a broadly educated college graduate, not limited only to the technical or pragmatic demands of the student’s major. (1 course)

Area B–Mathematics and Statistics: Knowledge of essential mathematical concepts and of the nature of mathematical reasoning and language, or, when appropriate, of methods of statistical analysis. (1 course)

Area C–Human Behavior, Culture and Social Organization: Knowledge of individual and group behavior, the nature and origins of culture, the structure and governance of societies, the characteristics of economic practices and systems, and the interplay of human activity (urban, agricultural, and industrial) and the natural environment. (2 courses)

Area D–Science & Technology: Knowledge of the natural world and its interrelationship with human existence, of the aims and methods of scientific exploration, and the creation and social impact of technology. (1 course)

Area E–Historical Studies: Knowledge of the way in which history may be used to interpret the development of peoples, nations, or cultures. (1 course)

Area F–The Humanities: Knowledge of literary, philosophical, or religious efforts to interpret and illuminate human existence. (1 course)

Area G–The Arts: Knowledge of the history and creation of music, art, design, architecture, drama, dance, photography, or the communication media. (1 course)

Area H–Race, Ethnicity & Gender: Knowledge and analysis of theoretical concerns, social experiences, or creative works arising from human diversity in the United States and the world community to which it belongs. (1 course)

Integrative Studies [IS]

Integrative Studies is a UNL experience requirement intended to engage students in actively developing their ability and desire to analyze, evaluate and communicate complex material and positions. A student will take ten courses (generally 30 credit hours) which are taught as Integrative Studies to enhance the following skills:

- **Critical Thinking** (objective and subjective), through a variety of approaches in which students investigate arguments, engage in research, gather data, perform qualitative and quantitative analysis, and assess conclusions.
- **Writing (formal and informal)**, on which the instructor comments, used to explore substantial problems in the subject area and report the results of critical and creative thinking.
- **Oral Expression** in the classroom through discussion, group and individual reports, and other activities that provide students opportunities to share creative work, describe research, or explore important issues.
- **Analysis of Controversies** concerning the subject matter of the course in which students investigate concepts and hypotheses open to question.
- **Exploration of Assumptions** underlying beliefs and concepts relevant to course content and of processes for examining those assumptions, so that students understand and establish control over those ideas they bring to their study of the subject matter.
- **Inquiry through Course Content into the Origins, Bases and Consequences of Intellectual Bias** through which students will understand the particular perspective on the world employed in the academic discipline of the course.
- **Consideration of Human Diversity** appropriate to the subject matter of the course so that students can explore the way in which cultural differences shape conceptions about the subject matter and discern the intellectual and pragmatic effects on human groups of the subject matter and ideas related to it.

BRIEF DESCRIPTION OF CORE: “UNL, as a comprehensive university, provides for a student’s educational experience through its faculty, curriculum, libraries, laboratories, museums, performing art centers, athletic activities, public lectures and living community. To assist a student in logically connecting these pieces, the UNL faculty designed the Comprehensive Education Program. Unlike the specific study in a major field, which students often envision as their purpose for being at a university, the Comprehensive Education Program requires students to lay a foundation for their continued intellectual growth by developing 1) their ability and desire to analyze,

evaluate and communicate complex material and positions, and 2) a context for understanding the breadth of human endeavor. Without this foundation, students may be unable to engage the complex issues which either an in-depth study in a major area requires or our society faces. The Comprehensive Education Program, which is required of all undergraduate students entering UNL in fall 1995 and subsequently, encompasses four components: Information Discovery and Retrieval, Essential Studies, Integrative Studies and Co-Curricular Experience.”

REVISION DATE: Fall 1995

SOURCE: Catalog. <http://www.unl.edu/unlpub/undergrad/downloads/ugb0708.pdf>

Important Comment:

The University of Nebraska is moving to new general education requirements for students beginning Fall 2009. The new requirements are very different than the Alabama articulation approach.

Their Achievement-Centered Education emerges from 10 student learning outcomes. Drew Clark explains: “Essentially, they are creating a system in which students take at least one course to address each outcome and in which courses are approved based on whether or not they address one of the 10 outcomes.”

Please see: <http://www.unl.edu/ous/ace/>

Since Auburn is tied the Alabama articulation agreement, this approach does not seem like a viable alternative for AU at this time.

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: University of Tennessee (Knoxville, Tennessee)

REVIEWED BY: Bonnie White

MODEL TYPE/TITLE: General Education Requirement

CORE CURRICULUM OBJECTIVES: (The following section quoted from the 2008-2009 catalog.)

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.

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 databases 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.
- Students should strengthen their sensitivity to cultural diversity by studying 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 or by learning other languages.

TOTAL HOURS: Not stated in hours. Number of courses required: 14

**BREAKOUT OF HOURS
BY CATEGORIES:**

A. For Building Basic Skills:

1. Communicating through Writing (3 courses)
Three courses including English 101 and 102 plus an approved writing-intensive course.
Note: Approved Communication through Writing courses designed within the departments/majors.
2. Communicating Orally (1 course)
Requirement may be completed by (1) completion of Communication Studies 210 or 240 or (2) completion of a course with an (OC) designation.
Note: Approved OC courses within the departments/majors.
3. Quantitative Reasoning (2 courses)
Requirement may be completed by (1) taking two mathematics or statistics courses from designated list or (2) taking one mathematics course from the designated list and one course designated in the undergraduate catalog as having a quantitative component (QR). May be within the student's major or an elective.

B. For Developing Broadened Perspectives:

1. Natural Sciences (2 courses). Requirement may be satisfied by completing two courses from the approved list. At least one of the courses must have a laboratory.
2. Arts and Humanities (2 courses)
Two courses from designated list.
3. Social Sciences (2 courses)
Two courses from designated list.
4. Cultures and Civilizations (2 courses)
Requirement satisfied by either (1) taking two courses from designated list or (2) taking a two-course sequence in a foreign language at the intermediate level.

BRIEF DESCRIPTION OF CORE: Approved course work within categories based upon the specific outcomes for students: Building Basic Skills and Developing Broadened Perspectives.

REVISION DATE: Uncertain; however, statement in Catalog indicates ongoing revisions: "The Undergraduate Catalog changes every year and contains the latest listing of approved General Education courses."

SOURCE: http://diglib.lib.utk.edu/dlc/catalog/images/u/2007/u_gereq.pdf

or <http://diglib.lib.utk.edu/dlc/catalog/index.html>

GENERAL EDUCATION TASK FORCE

Review of Core Requirements

SCHOOL/LOCATION: Virginia Tech (Blacksburg, VA)

REVIEWED BY: Drew Clark

MODEL TYPE/TITLE: “Curriculum for Liberal Education”

CORE CURRICULUM OBJECTIVES:

General Principles: “As a vital component of undergraduate education at Virginia Tech, the Curriculum for Liberal Education (CLE)--required of all undergraduates--empowers our students with a broad base of knowledge and transferable skills. Liberal Education provides students the opportunity for rigorous intellectual encounters with enduring human challenges and important contemporary problems, through wide-ranging exposure to multiple disciplines and ways of knowing.

“Through the study of the Sciences, Mathematics, Social Sciences, Histories, Languages and the Arts, the CLE is designed to foster and develop intellectual curiosity and critical thinking; strong analytic, communication, quantitative, and information literacy skills; the capacity for collaboration and creative problem solving; the ability to synthesize and transfer knowledge; intercultural knowledge and understanding; and ethical reasoning and action. The CLE seeks to create the conditions for growing creative and intellectual engagement; civic, personal, and social responsibility; and lifelong learning.”

Specific student learning goals have been articulated for each area of the CLE. See <http://www.cle.prov.vt.edu/guides/> and related links.

TOTAL HOURS: 34-38 credit hours, depending on student’s major. Note that each baccalaureate program must also be prepared to certify how it teaches visual, oral and written communication skills appropriate to that discipline (the ViEWS requirement).

BREAKOUT OF HOURS BY CATEGORIES:

Area 1: Writing and Discourse (6 credit hours)

Freshman English (ENGL 1105-1106), or Communication Skills (COMM 1015-1016), or place-out options for certain students

Area 2: Ideas, Cultural Traditions and Values (6 credit hours)

Menu of eligible courses from: Africana Studies; Agricultural and Applied Economics; Apparel, Housing and Resource Management; Architecture; Art and Art History [no studio]; Building Construction; Classics; Communication; English [literature only]; Foreign Languages [literature or culture only]; Forestry; History; Horticulture; Humanities; Interior Design; Judaic Studies; Landscape Architecture; Leadership; Music [theory and survey only, no performance]; Philosophy; Political Science; Religion; Science and Technology in Society; Sociology; Teaching and Learning; Theatre Arts [no performance]; Urban Affairs and Planning; and Women’s Studies

GENERAL EDUCATION TASK FORCE
Review of Core Requirements

SCHOOL/LOCATION: *Washington State*

REVIEWED BY: *Sushil Bhavnani*

MODEL TYPE/TITLE: *General Education – Achievement of learning goals*

CORE CURRICULUM OBJECTIVES:

The General Education Program is the core of the undergraduate curriculum. While the greater part of students' courses of study will be devoted to their major fields, the General Education curriculum provides a degree of balance between the narrow focus of the major and the broader traditional objectives of higher education. General Education is intended to accommodate needs and objectives not adequately served by academic specialization. Accordingly, the program offers a wide variety of elective choices and provides many individual pathways through the curriculum. General Education is designed to serve the following aims:

Providing a Foundation for the Major
Realizing Individual Student Potentials
Preparation for Membership in the Community
Integration of Knowledge

TOTAL HOURS: **40**

**BREAKOUT OF HOURS
BY CATEGORIES:**

<i>Tier I: 15 semester credit hours</i>	
<i>World Civilizations GenEd 110 and 111</i>	<i>6</i>
<i>Written Communication</i>	<i>3</i>
<i>Mathematics Proficiency</i>	<i>3</i>
<i>Sciences</i>	<i>3</i>
<i>Tier II: 22 semester credit hours</i>	
<i>Communication Proficiency</i>	<i>3</i>
<i>Arts and Humanities¹</i>	<i>3</i>
<i>Social Sciences¹</i>	<i>3</i>
<i>Arts and Humanities/Social Sciences¹</i>	<i>3</i>
<i>Intercultural Studies</i>	<i>3</i>
<i>Sciences^{2 7}</i>	
<i>Tier III: 3 semester credit hours</i>	
<i>Tier III Course³</i>	
<i>American Diversity course</i>	<i>3</i>

¹ A total of 9 hours of Arts and Humanities and Social Sciences with a minimum of 3 in either.

² At least 3 hours in Biological Science and 3 hours in Physical Science plus 1 additional hour for three clock hours per week of laboratory.

³ To complete the General Education Requirements, students must choose one course that is also designated as an American Diversity [D] course. This course adds no credit hours to the General Education Requirements as American Diversity courses also fulfill GER requirements in another area.

BRIEF DESCRIPTION OF CORE: *(Noted above)*

REVISION DATE: **2000**

SOURCE: *Please see Washington St. bulletin*

http://www.catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2008-09.pdf