

General Education at the  
University of Memphis

Spring 2020

## **University of Memphis Philosophy of General Education**

The University of Memphis' general education core ensures that college students have the broad knowledge and skills to become life-long learners in an ever-changing global community. Because courses in general education should emphasize breadth, they should not be reduced in design to the skills, techniques, or procedures associated with a specific occupation or profession.

General education provides the critical thinking skills necessary to seek truths, to discover answers to questions, and to solve problems. More specifically, the general education program develops students' abilities to become thoughtful readers and effective communicators who recognize their place in the history, culture, and diverse heritages. They appreciate the web of commonality of all humans in a multicultural world and are prepared for the responsibilities of an engaged citizenship. They recognize the ethical demands of our common lives. They demonstrate an ability to use the skills and knowledge of the social and behavioral sciences to analyze their contemporary world. They are familiar with the history and aesthetics of the fine arts. They understand and practice the scientific and mathematical view of the world.

Finally, the University of Memphis's general education core provides students with the means to flourish as human beings. A college education doesn't just enable one to make a better living. It also enables its citizens to make a better life for both individual and community.

### **Transferability**

The University of Memphis is committed to helping our students succeed, and with that comes a commitment to seamless transferability. Under the Tennessee Board of Regents (TBR) system, transfer equivalences were established among many Tennessee Higher Education Council institutions to ensure transferability across all Tennessee Board of Regents institutions. These were assured not just through the recognition of common General Education courses, but through a common agreement about the "blocks" or numbers of credits in each General Education category with common learning outcomes. The University of Memphis plans to retain the blocks from the Tennessee Board of Regents general education program in order to maintain transferability with our community college and locally governed institutions (LGI) partners as far as possible and will make every effort to find equivalences within our program for general education courses taken at accredited institutions within Tennessee and beyond.

## University of Memphis General Education Course Parameters

### Characteristics of General Education Courses

General education coursework is designed to provide a foundation and a context in which upper division learning and work in the major take place. It is the general education component that gives the college degree integrity and distinguishes it from a credential. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), addresses general education in its most recent Principles of Accreditation document. Core requirement 9.3 states that, *“general education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principal areas of knowledge. This Core Requirement establishes four key principles regarding the general education component of undergraduate degree programs:*

- *The General education component is based on a coherent rationale.*
- *General education courses are college level.*
- *In order to promote intellectual inquiry, general education courses present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to the student’s occupation or profession, and are drawn from specific academic areas.*
- *The general education component constitutes a minimum number of semester hours, or its equivalent, and comprises a substantial component of each undergraduate degree.”*

## University of Memphis General Education Outcomes

### General Education Outcomes for Communication

**Goal:** The goal of the Communication requirement is to enhance the effective use of the English language essential to students' success in school and in the world by way of learning to read and listen critically and to write and speak thoughtfully, clearly, coherently, and persuasively.

Learning Outcomes Students will demonstrate the ability to...
1. Analyze and evaluate oral and/or written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
2. Distill a primary purpose into a single, compelling statement and order and develop major points in a reasonable and convincing manner based on that purpose.
3. Develop appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special functions (i.e., analysis or research), while demonstrating writing and/or speaking skills from process to product.
4. Understand that the writing and/or speaking processes include procedures such as planning, organizing, composing, revising, and editing.
5. Make written and/or oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
6. Manage and coordinate basic information gathered from multiple sources for the purposes of problem solving and decision-making.
7. Recognize the use of evidence, analysis, and persuasive strategies, including basic distinctions among opinions, facts, and inferences.

For the purpose of the Communication requirement, courses will come from such areas as English composition, oral presentational communication, and other areas emphasizing communicating to an audience. This requirement does not include course work in areas such as writing intensive courses in disciplines like literature, history, or philosophy.

All learning outcomes must be satisfied by any course(s) in this category.

### General Education Outcomes for Humanities and/or Fine Arts

**Goal:** The goal of the Humanities and/or Fine Arts requirement is to enhance the understanding of students who, as citizens and educated members of their communities, need to know and appreciate their own human cultural heritage and its development in a historical and global context. Also, through study of Humanities and/or Fine Arts, students will develop an understanding, which they otherwise would not have, of the present as informed by the past.

Learning Outcomes Students will demonstrate the ability to...
1. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.
2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
3. Explore global/cultural diversity.
4. Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.
5. Recognize the ways in which both change and continuity have affected human history.
6. Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.

For the purposes of Humanities and/or Fine Arts requirement, courses will come from the areas of Art, Dance, Literature, Philosophy, Music, Theatre, and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and/or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills oriented.

Course(s) satisfying this category must meet four (4) or more of the learning outcomes.

## General Education Outcomes for Social/Behavioral Sciences

**Goal:** The goal of the Social/Behavioral Sciences requirement is (a) to develop in the student an understanding of self and the world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems; (b) to enhance knowledge of social and cultural institutions and the values of this society and other societies and cultures in the world; and (c) to understand the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life.

Learning Outcomes Students will demonstrate the ability to.....
1. Recognize, describe, and explain social institutions, structures, and processes and the complexities of a global culture and diverse society.
2. Think critically about how individuals are influenced by political, geographic, economic, cultural, and family institutions in their own and other diverse cultures and explain how one's own belief system may differ from others.
3. Explore the relationship between the individual and society as it affects the personal behavior, social development and quality of life of the individual, the family and the community.
4. Examine the impact of behavioral and social scientific research on major contemporary issues and their disciplines' effects on individuals and society.
5. Using the most appropriate principles, methods, and technologies, perceptively and objectively gather, analyze, and present social and behavioral science research data, draw logical conclusions, and apply those conclusions to one's life and society.
6. Take ethical stands based on appropriate research in the social and behavioral sciences.
7. Analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social and behavioral sciences.

For the purposes of the Social/Behavioral Sciences requirement, courses will be expected from areas such as anthropology, economics, geography, psychology, political science, and sociology. One course in health/wellness may be included in this category.

Course(s) satisfying this category must meet four (4) or more of the learning outcomes.

### General Education Outcomes for History

**Goal:** The goal of the History requirement is to develop in students an understanding of the present that is informed by an awareness of past heritages, including the complex and interdependent relationships between cultures and societies.

Learning Outcomes Students will demonstrate the ability to...
1. Analyze historical facts and interpretations.
2. Analyze and compare political, geographic, economic, social, cultural, religious and intellectual institutions, structures, and processes across a range of historical periods and cultures.
3. Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society.
4. Draw on historical perspective to evaluate contemporary problems/issues.
5. Analyze the contributions of past cultures/societies to the contemporary world.

For universities: Two courses in American History are required for all degree programs not exempted from Chapter 767 of the Public Acts of 1974. Tennessee History (HIST 2030) may substitute for one semester of American History.

For community colleges: Two Courses in history are required, to be selected from Western Civilization or World Civilization or World History or American History (HIST 2030 may substitute for one semester of American History). Students at community colleges should take the history courses appropriate for their intended majors at the receiving institution.

All learning outcomes must be satisfied by any course(s) in this category.

## General Education Outcomes for Natural Sciences

**Goal:** Issues in today's world require scientific information and a scientific approach to informed decision making. Therefore, the goal of the Natural Science requirement is to guide students toward becoming scientifically literate. This scientific understanding gained in these courses enhances students' ability to define and solve problems, reason with an open mind, think critically and creatively, suspend judgment, and make decisions that may have local or global significance.

Learning Outcomes Students will demonstrate the ability to....
1. Conduct an experiment, collect and analyze data, and interpret results in a laboratory setting.
2. Analyze, evaluate and test a scientific hypothesis.
3. Use basic scientific language and processes, and be able to distinguish between scientific and non-scientific explanations.
4. Identify unifying principles and repeatable patterns in nature, the values of natural diversity, and apply them to problems or issues of a scientific nature.
5. Analyze and discuss the impact of scientific discovery on human thought and behavior.

For the purposes of Natural Science, courses will come from areas such as astronomy, biology, chemistry, physics, geology, and interdisciplinary studies in science. A significant laboratory experience is required. Courses that are narrowly focused and those introductory or foundational science courses designed primarily as prerequisites or foundational experiences leading to a major in professional science areas are not eligible for inclusion.

All learning outcomes must be satisfied by any course(s) in this category.



## General Education Outcomes for Mathematics

**Goal:** To expand students' understanding of mathematics beyond the entry level requirements for college and to extend their knowledge of mathematics through relevant mathematical modeling with applications, problem solving, critical thinking skills, and the use of appropriate technologies.

Learning Outcomes Students will demonstrate the ability to.....
1. Build on (not replicate) the competencies gained through the study of two years of high school algebra and one year of high school geometry.
2. Use mathematics to solve problems and determine if the solutions are reasonable.
3. Use mathematics to model real world behaviors and apply mathematical concepts to the solution of real-life problems.
4. Make meaningful connections between mathematics and other disciplines.
5. Use technology for mathematical reasoning and problem solving.
6. Apply mathematical and/or basic statistical reasoning to analyze data and graphs.

For the purposes of the mathematics requirement courses should extend the students' understanding beyond the competencies of high school Algebra II. Any course that meets the general education requirement must satisfy all of the learning outcomes for the goal.

All learning outcomes must be satisfied by any course(s) in this category

## University of Memphis General Education Core

**General Goal:** The University General Education Program promotes a shared core learning experience for all undergraduate students at the University of Memphis and provides a framework upon which the college major can build. The major purpose of the Program is to provide students the opportunity to acquire tools, develop skills and awareness necessary for completing a college career and assume the roles of a lifelong learner and an active, informed participant in contemporary society.

The University of Memphis General Education Program consists of 41 hours of coursework from a variety of disciplines.

The following are the General Education Program categories and their approved courses.

### Communication (9 hours)

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All candidates for graduation at the University of Memphis are required to complete ENGL 1010 and ENGL 1020, or their equivalents, with a grade of "C" or better. Before enrolling in ENGL 1010, a student must have either (1) an ACT English score of 18 or above, or (2) an SAT verbal score of 450 or above, or (3) a satisfactory completion of a placement test administered by the University of Memphis Testing Center. Those who do not meet the requirements above, must successfully complete a Developmental Combination ENGL 1010 section with a grade of "C" or better before proceeding to ENGL 1020.

ENGL 1010 and ENGL 1020 must be taken in sequence; no credit will be allowed for ENGL 1020 until ENGL 1010 has been completed successfully.

ENGL 1010 - English Composition  
ENGL 1020 - English Comp/Analysis  
COMM 2381 - Oral Communication

### Mathematics (3 hours)

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MATH 1420 - Foundations of Mathematics  
MATH 1530 - Prob/Statistics/Non Calculus  
MATH 1710 - College Algebra  
MATH 1730 - Pre-Calculus  
MATH 1830 - Elementary Calculus  
MATH 1910 - Calculus I

### **Humanities / Fine Arts (9 hours)**

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ENGL 2201 - Literary Heritage

or

ENGL 2202 - Lit Heritage: African-American

Plus Two of the Following Courses

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ART 1030 - Intro to Art

ARTH 2010 - World Art I

ARTH 2020 - World Art II

CLAS 2481 - Mythology

COMM 1851 - Introduction to Film

DANC 1151 - Introduction to Dance

JDST 2850 - Religions of Abraham

MUS 1030 - Introduction to Music

MUS 1040 - Music in America

PHIL 1101 – Introduction to Philosophy

PHIL 1102 – Introduction to Ethics

POLS 1101 - Intro Ancient Political Thgt

POLS 1102 - Intro Modern Political Thought

RLGN 1100 - Introduction to Religion

THEA 1030 - Intro to Theatre

UNIV 3580 - Hebrew and Greek Legacy

UNIV 3581 - Faith/Reason/Imagination

### **History (6 hours)\***

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ANTH 3282 - American Communities (American History)

HIST 1110 - World Civilization I

HIST 1120 - World Civilization II

HIST 2010 - U S to 1877 (American History)

HIST 2020 - The U S Since 1877 (American History)

HIST 2030 - Tennessee History (American History)

HIST 3863 - Social/Intellct History of U S (American History)

HIST 3881 - African American History (American History)

HIST 4851 - History of Women in America (American History)

POLS 4212 - Const Law Civil Liberty (American History)

POLS 4405 - Origin/Dev Amer Pol Thought (American History)

SOCI 3422 - Racial/Ethnc Minorities (American History)

Note:

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\*Students who have not completed one year of American History in high school must complete 6 credit hours of American History OR 3 credit hours of American History plus 3 credit hours of Tennessee History in order to satisfy the History General Education requirement.

### **Social/Behavioral Sciences (6 hours)**

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ANTH 1100 - Biol Anth & Prehistory  
ANTH 1200 - Cultural Anthropology  
CDFS 2101 - Family/Global Perspective  
ECON 2010 - Intro to Macroeconomics  
ECON 2020 - Intro to Microeconomics  
ESCI 1301 - Survey of World Regions  
ESCI 1401 - Intro/Cultural Geography  
FIR 1220 - Personal Financial Management  
HLSC 2100 - Wellness Concepts Practice  
INTL 1101- Introduction to International and Global Studies  
JRSM 1700 - Survey of Media  
POLS 1030 - American Government  
POLS 1301 - Intro to Comparative Politics  
POLS 1501 - International Relations  
PSYC 1030 - General Psychology  
PSYC 3510 - Deviance/Role History  
SOCI 1010 - Introduction to Sociology  
SOCI 2100 - Sociology of Globalization  
WMST 2100 - Intr/Women/Gender Study

### **Natural Science (8 hours)**

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BIOL 1010 - Biology of Cells and BIOL 1011 - Biology of Cells Lab  
BIOL 1020 - Biology of Organisms and BIOL 1021 - Biology of Organisms Lab  
BIOL 1110 - General Biology I and BIOL 1111 - General Biology I Lab  
BIOL 1120 - General Biology II and BIOL 1121 - General Biol II Lab  
BIOL 2010 - Anatomy/Physiology I and BIOL 2011 - Anat/Physiology I Lab  
BIOL 2020 - Anatomy/Physiology II and BIOL 2021 - Anat/Physiology II Lab  
CHEM 1010 - Chemistry of Materials and CHEM 1011 - Chemistry of Materials Lab  
CHEM 1020 - Chemistry of Life and CHEM 1021 - Chemistry of Life Lab  
CHEM 1110 - General Chemistry I and CHEM 1111 - General Chemistry I Lab  
CHEM 1120 - General Chemistry II and CHEM 1121 - General Chemistry II Lab  
ESCI 1010 - Weather and Climate

ESCI 1020 - Landforms  
ESCI 1040 - Physical Geology  
ESCI 1103 - The Human Planet  
ESCI 1050 - The Earth Through Time  
PHYS 1010 - Introductory Physics and PHYS 1001 - Introductory Physics Lab  
PHYS 1020 - Survey of Astronomy I and PHYS 1002 - Astronomy Laboratory  
PHYS 1301 - Astronomy II and PHYS 1031 - Astronomy II Laboratory  
PHYS 2110 - Sci/Engr Phys I/Calc and PHYS 2111 - Sci/Engr Phys Lab I  
PHYS 2120 - Sci/Engr Phys II/Calc and PHYS 2121 - Sci/Engr Phys Lab II

### **Guidelines for submitting a proposal for a new General Education Course**

1. All proposals must be submitted using the appropriate form. Please see the General Education website for forms.
2. All proposals must provide a rationale for adding another general education course option to the category.
  - a. Expanding options is not always a good thing and so departments should do some work to explain why expanding student options by adding another course is beneficial *to the students*.
  - b. Proposals should also consider what impact adding a course to the category will have on other courses within that category.
  - c. The department should also explain why they want to have another course in the general education program. What does adding a course to the program do for the department?
  - d. The proposal should also explain how the proposed course will enhance the general education program. Does the course just benefit your department or does it benefit the University's General Education Program?
3. All proposals must explain how the course will meet the general education outcomes specific to that category.
4. A department with two or more general education courses with the same prefix will not be able to add an additional general education course with the same prefix unless they are replacing a course with the same prefix. Exceptions will be granted on a case by case basis and only if there is a substantive justification for doing so.
5. In addition, any department wishing to add a new general education course will need to review its current general education course(s) and submit a separate document explaining how the current courses meet the general education outcomes for that category.
6. A department wishing to add a general education course in a specific category must have full time faculty (preferably tenure-track faculty) working in the area in which they are proposing to add a course.
7. All proposals must include enrollment projections and a plan for how the course will be offered regularly, by whom, and in a way that does not increase instructional costs to the department, college, or University.
8. All proposals must include a detailed syllabus including outcomes, assessments, texts, and a tentative course schedule.
9. All proposals must include a precise assessment plan that details how the course will be assessed on a regular basis in order to determine if it is meeting the appropriate general education outcomes.
10. All proposals must be submitted via curriculog at <https://memphis.curriculog.com>

### **Guidelines for proposing revisions to general education courses**

1. All proposals must be submitted using the appropriate form. Please see the General Education website for forms.
2. All proposals must provide a rationale for revising the general education course.
3. All proposals must explain how the revision will meet the general education outcomes specific to that category.
4. All proposals must include a detailed syllabus including outcomes, assessments, texts, and a tentative course schedule.
5. All proposals must include a precise assessment plan that details how the revised course will be assessed on a regular basis in order to determine if it is meeting the appropriate general education outcomes.
6. All proposals must be submitted via curriculog at <https://memphis.curriculog.com>

### **Review Process**

1. All proposals for new general education courses and revisions must be approved by the relevant faculty in the department, the department Chair, College curriculum committees (if applicable) and Deans.
2. After receiving the appropriate approvals within the relevant college, proposals will be sent to the General Education Committee who will review and decide whether to forward to the UUC for a vote.
3. The General Education Committee will be comprised of representatives from the following categories: Communication (1 English, 1 Communications), History (1), Humanities and Fine Arts (1 Humanities, 1 Fine Arts), Natural Sciences (1), Math (1), and Social Sciences (1) and two representatives from Colleges who do not serve the general education program. It will also include a representative from Institutional Effectiveness, Accreditation, and Academic Assessment, and the Academic Counseling Center.
4. Proposals that are not recommended for UUC consideration will receive written feedback from the General Education Committee that explains why the proposal was not forwarded to the UUC. Departments are welcome to revise proposals and resubmit the following year.
5. The General Education Committee meets in November of each academic year to consider new general education proposals.
6. Both the General Education Committee and the UUC serve as advisors to the Provost, who will have final say regarding general education courses.