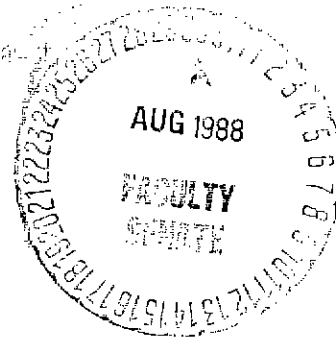




Edward T. Foote II
President

M E M O R A N D U M

August 26, 1988



TO: George C. Alexandrakis
Chairman, Faculty Senate

FROM: Edward T. Foote II *ETF*

SUBJECT: Faculty Senate Legislation #87023(C)
General Education Requirements

COPY: Luis Glaser

Congratulations to you and all concerned with the proposed revision of general education requirements. I have reviewed this legislation with the Provost, and I approve it with the exception of the section on Implementation. I spoke briefly earlier this week with Professors Knoblock and Swan about my concerns. Rather than respond at length in writing, I suggest that the appropriate members of the Faculty Senate meet with the Provost as soon as convenient to reconsider the implementation provisions.

ETF:ac

UNIVERSITY OF
Miami
FACULTY SENATE

To: Deans of Undergraduate Schools

From: George C. Alexandrakis
Chairman, Faculty Senate *GCA*

Subject: Committee Appointments

Date: February 16, 1990

The attached legislation, No. 87023 (C) General Education Requirements, and No. 89002 (C) Implementation Committee for General Education Requirements are sent to you for your information.

On behalf of the Senate Council I would like to ask you to recommend through your School Council two faculty members, three from the College of Arts and Sciences, who are knowledgeable about your School's curriculum, as well as broader curriculum matters, so that we can proceed with the establishment of the Implementation Committee (see attached memo from the Provost).

Thank you for your help.

Attachments

GCA\ca

Faculty Senate Action, 87023
Class C Legislation

GENERAL EDUCATION REQUIREMENTS

I. Bulletin Language

General Education Requirements

(Effective 1990-91)

The University's General Education Requirements are designed to ensure that graduates of the University have acquired essential intellectual skills and have been introduced to each of the main areas of intellectual achievement. Whereas the requirements of the major specified by Schools and Colleges within the University emphasize *depth* of learning, these General Education Requirements stress *breadth* of knowledge and the cultivation of intellectual abilities essential for the acquisition of knowledge. This general knowledge will expand one's understanding of oneself and of the world, enhance appreciation of the artistic and intellectual achievements of the past and present, and help one prepare for an enriched and productive life in the Twenty-first Century.

These requirements may not be satisfied by courses taken "credit only." Upon payment of a recording fee, students may apply the credit hours of any required course from which they are exempted toward the 120 credits required for graduation. The requirements of each School and College at the University are structured so that their satisfaction ensures the satisfaction of the General Education Requirements.

A. AREAS OF PROFICIENCY

Proficiency requirements are intended to ensure that matriculants either already possess, or will develop at the University, the ability to express themselves effectively, use mathematics with facility, and reason cogently. Superior placement test scores will exempt students from requirements 1 and 2, but not from requirements 3 and 4.

1. English Composition 3 credits

ENG 106 [or equivalent course] is required. Entering students are expected to have achieved the level of competence associated with ENG 105. Students who do not meet this expectation are required to enroll in ENG 105. Some students are required to take the remedial course ENG 103. Exemption from 106 or placement in prerequisite courses is based on the CEEB AP examination or on an examination administered by the Department of English during Orientation.

2. Mathematics 3 credits

Students satisfy this requirement by taking a course in mathematics numbered above MTH 101 (excluding MTH 119, 121, and 199), or MAS 110, or an approved course in statistics. Entering students are expected to have achieved the level of competence associated with MTH 101. Students who do not meet this expectation are required to enroll in MTH 101. Some students are required to take the remedial course MTH 199. Exemption from the mathematics requirement or placement in prerequisite courses is based on any of the following tests: CEEB Achievement, AP, or an examination administered by the Department of Mathematics during Orientation.^a

Requirement three may not be waived. Courses satisfying this requirement are identified in the course schedule by a one-letter abbreviation (shown below within parentheses) following the course number. Some courses satisfying requirement three will simultaneously satisfy an Area of Knowledge Requirement.

3. Writing across the Curriculum (*W*) 12 credits (1990-1995) 15 credits (Fall, 1995)

Each writing course involves a substantial amount of writing and the preparation of papers that are corrected for grammar, style, and content.^b

^aStudents in the School of Music may satisfy this requirement by taking MTH 101. This special provision expires in 1995.

^bIn the College of Engineering this requirement is to be satisfied by completing 6 credits with *W* courses within the Humanities and Social Sciences distribution requirements with the remainder satisfied by writing within the engineering design and laboratory courses.

B. AREAS OF KNOWLEDGE

These four requirements are designed to help students understand and appreciate the intellectual achievements in the major areas of human inquiry and creative endeavor. In satisfying these requirements students will explore the natural world, examine human development and behavior, and appreciate creative expression in the arts, literature, and philosophy. Courses satisfying these requirements are identified in this Bulletin, and in the course schedule, by a one-letter abbreviation (shown below within parentheses) following the course number.^c

- | | |
|----------------------------------|-----------|
| 1. Natural Sciences (<i>N</i>) | 6 credits |
| 2. Social Sciences (<i>S</i>) | 6 credits |
| 3. Arts (<i>A</i>) | 6 credits |
| 4. Humanities (<i>H</i>) | 6 credits |

^cIn the College of Engineering, because accreditation requirements do not permit most arts courses to be counted, there will be a general requirement for 18 hours in the Humanities and Social Sciences. In the School of Music, the curricula of individual programs will be submitted to the General Education Committee showing how the areas of knowledge requirements are to be met.

II. Implementation

The successful implementation of this proposal requires the creation of a standing committee of the University faculty. This committee is described below in *Faculty Manual* language:

General Education Committee. This committee sets standards for the exemption of required courses and for the certification of the specific courses and course sections which will satisfy the various requirements. It also reviews and certifies the specific courses and course sections that will satisfy the various requirements.

The Senate Council shall appoint the committee and shall include at least one representative from each undergraduate school. Members of the Committee shall serve staggered three-year terms.

The committee shall create a system of subcommittees whose recommendations are referred back to the General Education Committee for ratification. Each subcommittee shall be chaired by a member of the Committee; the remaining members of the subcommittees need not be members of the Committee.

The General Education Committee shall make an annual report of its activities to the Faculty Senate. At least every five years the General Education Committee shall conduct a review of the General Education Requirements and recommend to the Faculty Senate whatever changes may be appropriate.

Faculty Senate Legislation #89002(C) -
Implementation Committee for General Education Requirements

II. Implementation

The implementation of the General Education Requirements shall be supervised by a committee chaired by the Provost and composed of the Dean and one faculty member from each of the undergraduate schools and colleges, and including two additional faculty members from the College of Arts and Sciences. The faculty members of the Committee shall be selected by the Senate Council. At the end of two years this transition committee will automatically be replaced by the faculty committee defined below.

The successful implementation of this proposal requires the creation of a standing committee of the University faculty. This committee is described below in *Faculty Manual* language:

General Education Committee. This committee sets standards for the exemption of required courses and for the certification of the specific courses and course sections which will satisfy the various requirements. The Senate Council shall appoint the Committee and shall include at least one representative from each undergraduate school. Members of the Committee shall serve staggered three-year terms.

The Committee shall create a system of sub-committees whose recommendations are referred back to the General Education Committee for ratification. Each sub-committee shall be chaired by a member of the Committee; the remaining members of the sub-committees need not be members of the Committee.

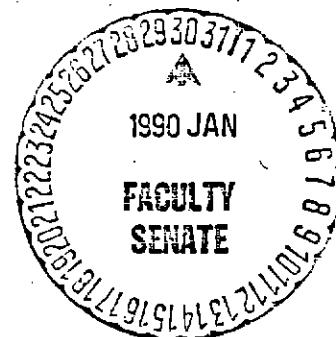
The General Education Committee shall make an annual report of its activities to the Faculty Senate. At least every five years the General Education Committee shall conduct a review of the General Education Requirements and recommend to the Faculty Senate whatever changes may be appropriate.



Edward T. Foote II
President

MEMORANDUM

January 30, 1990



TO: George C. Alexandrakis
FROM: Edward T. Foote II *ETF*
SUBJECT: Faculty Senate Legislation #89002(C)
[Amendment to Faculty Senate Log
#87023(C)]

By copy of this memorandum I am asking the Provost to start the implementation process of this legislation. When the original legislation was passed, it was contemplated that these new educational requirements would be in place by the fall of 1990. Given the late start, for reasons we all understand, and the fact that the committee would not have time to generate this curriculum in a timely fashion for the fall of 1990 (we already have commitments not only of courses but also schedules, and a catalog well underway), I suggest that the first year in which we actually initiate this curriculum be the fall of 1991.

We will proceed as rapidly as possible to bring this about.

ETF:ebh
cc: Luis Glaser



GA
C. G. 1007-110




Executive Vice President and Provost

M E M O R A N D U M

February 8, 1990

TO: Dr. George Alexandrakis
Chairman, Faculty Senate

FROM: Luis Glaser
Executive Vice President
and Provost 

SUBJECT: Implementation of Faculty Senate Legislation #89002(C)

This legislation requires that the Senate appoint faculty members to this committee. I would appreciate it if you would send such names to me. I strongly urge you to consult each of the schools' councils in making the selection so that we have as appropriate a group as possible who are knowledgeable in these matters.

LG:tmp



Executive Vice President and Provost

M E M O R A N D U M

October 10, 1988

TO: Dr. Zack Bowen
Chairman, Department of English

Dr. Ronald Newman
Director, English Composition

Dean David L. Wilson
College of Arts and Sciences

FROM: Luis Glaser
Executive Vice President
and Provost

A handwritten signature in cursive script, appearing to be "Luis Glaser".

SUBJECT: General Education Requirements

There has never been in my mind any notion that the requirements with regard to English 105 and 106 would be implemented as in the original language from the Senate. When the President approved the notion of the General Education Requirements in principal but withheld approval of the mode of implementation, in my mind at least, it was implicit that implementation included the items about which you are concerned. I feel as strongly as you do that the current language is not acceptable and would be an insult to our students.

LG:nh

cc: President Edward T. Foote II
✓ Dr. George Alexandrakis

Proposal for the Degree in Psychobiology - (First Reading)

Dean David Wilson, College of Arts and Sciences, explained the background of the psychobiology major that has been in existence since 1983. He noted that the program approved by the College Council had never been forwarded to the Senate for approval. As part of his presentation, Dean Wilson responded to questions raised by the Senate review committee. Upon recommendation of the Senate Council, it was *moved*, and seconded, to approve the program as presented. The *motion carried*. A *motion* to waive the second reading was *unanimously adopted*.

Proposal for Degree in Physical Therapy (First Reading)

Dr. Pamela Ferguson, Dean of the Graduate School, briefly summarized the background of the existing Physical Therapy Program and its move from the School of Education to the Medical School in May 1985. Professor Sherrill Hayes, Director of the program, presented the Master of Science in Physical Therapy requirements and the Master of Science program and discussed the difference between the two programs. Upon recommendation of the Senate Council, it was *moved*, and seconded, to approve the program as presented. The *motion was unanimously adopted*. A *motion* to waive the second reading *carried*.


Report on Parking

The Senate reconfirmed its position that faculty ought to have a closed-access parking lot in which there is no ticketing for faculty and that the lot should be provided from the fringe benefit rate. The *motion carried by acclamation*. The Chairman noted that the recommendation from the Associate Vice President for Business Affairs was consonant with the Senate's recommendation with the exception that it still permits ticketing.

General Education Requirements (Revised)

Dr. Knoblock reviewed the revised General Education Requirements document. It was *moved*, and seconded, to address the issue of areas of knowledge in the final document and to appoint an editorial committee to deal with this and other questions of style. The *motion carried*. It was *moved*, and seconded, to approve the mathematics requirement as written, with the request that the School of Business appropriately describe and label MAS 110 to reflect its content. The *motion carried with two opposed*. The *main motion as amended was unanimously adopted*.

The meeting adjourned at 5:40 P.M.


Barbara L. Hoadley
Secretary to the Faculty Senate

Suggested changes to Section 1.5

- 1) Educator Faculty -- Purpose of the Bylaw
- 2) This Bylaw section...
- 3) Its purpose is, *first* to extend
- 4) University's academic mission; and *second*
- 5) Educator Faculty *will not only will* perform...
but *will continuously continually* improve...
will stay abreast of, will engage with their...

Suggested changes to Section 1.5.7

- 1) Sentence 1 - capitalize Chair and Dean *and between the Provost and the Council of the Faculty Senate* it is determined that the member's services are no longer needed because of changes in...
- 2) Following their consultations, the Provost and Senate Council...
- 3) Process as follows: vote of faculty, recommendation of Dean, discussion between Provost and Senate Council
- 4) The Council's discussion regarding "equities", in the fourth line from the bottom of Section 1.5.7, means that financial considerations are not themselves a sufficient condition for the termination of one person over another person when they are equally well-qualified. Further, unless there is some real question of merit in terms of their skills or abilities, seniority shall prevail.

PENDING AND DISAPPROVED LEGISLATION

Dr. Alexandrakis reviewed the list of pending and disapproved legislation. He discussed the memorandum received from the President disapproving Legislation #87020(B) - Committee on Lowe. Dr. Knoblock read the President's response in disapproving Legislation #87019(C) - 60 Credit for Graduation. He asked Vice Provost Sugrue for a synopsis of the facts referred to by President Foote with regard to admission of transfer students. It was suggested by Dr. Clasby that a small committee, similar to the past Joint Referral Committee, be established to redraft disapproved legislation for resubmission to the President. Dr. Swan explained the intent of Legislation #87021(C) - Bylaw on Grievance Committee as meaning that recommendations from that Committee will automatically become effective unless expressly vetoed by the President. Legislation #87028-Disestablishment of the Guidance Center was discussed and several questions were raised concerning who would determine salary recommendations for the academic and service activities of the Guidance Center faculty. Vice Provost Sugrue reported that he has summarized the Deans' comments on Legislation #87023(C) - General Education Requirements. Several schools have requested exceptions, particularly to the writing requirement. It was suggested that technical problems presented by the schools be discussed with the Provost. The Chairman inquired about the status of Legislation #87001(B) - Bylaw on Faculty Appointment, Promotion and Tenure. It was agreed that since more than a year has passed, the concerns of the Council should be conveyed to the President in light of the Provost's recommendation to pass the legislation. Dr. Alexandrakis reviewed Legislation #87027(C) - Good Academic Standing. He informed the Council that the deleted *Bulletin* page concerning good academic standards would be re-inserted by order of the President. It was agreed to hear a report from the Provost regarding the matter.

Section 2.7, request specific number of credit hours following format already stated

Section 2.7.1, repeat current policy

Section 3.6.6, disapprove inserting "probationary" before "appointment" in each paragraph on grounds of style

Section 3.7, request explanation of retirement age

Section 4.3.3, request explanation for proposed change

Section 4.3.4, "disability" is not grounds for termination of tenure

Section 4.4, leave "Declared" in title

Section 4.4.2, disapprove as gramatically unsound

Section 4.5, strike "or Provost" and substitute "President"

Section 6.6.3, disapprove since "normally" is not used in a norm

Section 8.1, reaffirm 35 as a large department

Section 8.2, request insertion of "reasonable opportunity"

Section 9.1.2, reject the proposed change

Section 9.4 - It was *moved*, and seconded, to reaffirm the existing language of this section. The *motion was unanimously approved*.

Section 9.5.2, defer until administration proposes appropriate language

Faculty Senate Legislation #87007(A) - Charter Amendment on Graduate School

The Council requested that the Chairman speak with the Provost concerning his memorandum of March 28 regarding Faculty Senate Legislation #87007(A) - Charter Amendment on Graduate School.

Report on General Education Requirements

It was *moved*, and seconded, to agenda the Report on General Education Requirements for the April 11 Senate meeting, with the recommendation of the Senate Council. The *motion carried*.

Report on Psychobiology Proposal

Dr. Neider presented the report of the ad hoc committee to review the Psychobiology proposal. The committee enthusiastically recommended the proposal to the Senate for approval. The *motion to approve carried*.

Policy on Fraud and Misconduct in Science

Dr. Robert Rubin, Chairman of the University Patent and Copyright Committee, informed the Council that his committee had developed a policy dealing with fraud in research. He suggested that the Research Council meet with his committee to reconcile the two policies. Ms. Janice Hinds, Director of Research and Sponsored Programs, agreed to present to the Research Council the Senate Council's view that

Held for editorial
connections to
legislation once
signed by ETF.

7/26/88

REPORT ON GENERAL EDUCATION REQUIREMENTS

March 14, 1988

As modified in Discussion at the Senate Retreat, February 13, 1988^a

I. Introduction

The following recommendations outline the intellectual abilities and general knowledge that the General Education Requirements Drafting Committee believes should be acquired in a liberal undergraduate education at a private university dedicated to academic excellence. The Committee has proposed requirements that stress the abilities to write well, use mathematics with competence, and reason cogently. In addition, these requirements ensure exposure to the major areas of knowledge: the natural and social sciences, the arts, and the humanities. Finally, the values requirement will foster disciplined reflection on the ethical dimensions of life and career. In sum, we submit that the adoption of this system of requirements will be of considerable educational benefit to the undergraduate students at the University. We believe that revamping and tightening the University's present General Education Requirements constitutes an essential step forward in the University's progress toward greatness. Please note that the requirements outlined below are appropriate for the increasingly gifted students who matriculate in our undergraduate programs. These recommendations were formulated after studying the Carnegie Report, *College: The Undergraduate Experience in America*, and the general education requirements in place at several major private universities.

^aThe original report on General Education Requirements was drafted by William Betsch, John Fitzgerald, James Foley, Marion Jefferson, Georgie Labadie, Howard Pospel (Co-chair), and Frazer White (Co-chair). The report was considered in detail at the Senate Retreat, February 13, 1988. Meetings were subsequently held with representatives of the College of Engineering and the School of Music to determine what special statements might be required for their programs. These statements are incorporated in subsequent footnotes to this document and are part of the Legislation and of the *Bulletin* language. The endnotes document the legislative history of the document are for the guidance of the General Education Committee.

II. Bulletin Language

General Education Requirements

(Effective 1990-91)

The University's General Education Requirements are designed to ensure that graduates of the University have acquired essential intellectual skills and have been introduced to each of the main areas of intellectual achievement. Whereas the requirements of the major specified by Schools and Colleges within the University emphasize *depth* of learning, these General Education Requirements stress *breadth* of knowledge and the cultivation of intellectual abilities essential for the acquisition of knowledge. This general knowledge will expand one's understanding of oneself and of the world, enhance appreciation of the artistic and intellectual achievements of the past and present, and help one prepare for an enriched and productive life in the Twenty-first Century.

These requirements may not be satisfied by courses taken "credit only." Upon payment of a recording fee, students may apply the credit hours of any required course from which they are exempted toward the 120 credits required for graduation. The requirements of each School and College at the University are structured so that their satisfaction ensures the satisfaction of the General Education Requirements.

A. AREAS OF PROFICIENCY

Proficiency requirements are intended to ensure that matriculants either already possess, or will develop at the University, the ability to express themselves effectively, use mathematics with facility, and reason cogently. Superior placement-test scores will exempt students from requirements 1 and 2, but not from requirements 3 and 4. *delete*

1. English Composition 3 credits

ENG 106 [or equivalent course] is required. Entering students are expected to have achieved the level of competence associated with ENG 105. Students who do not meet this expectation are required to enroll in ENG 105. Some students are required to take the remedial course ENG 103. Exemption from 106 or placement in prerequisite courses is based on the CEEB AP examination or on an examination administered by the Department of English during Orientation.

2. Mathematics

3 credits

Students satisfy this requirement by taking a course in mathematics numbered above MTH 101¹ (excluding MTH 119, 121, and 199), or MAS 110, or an approved course in statistics. Entering students are expected to have achieved the level of competence associated with MTH 101. Students who do not meet this expectation are required to enroll in MTH 101. Some students are required to take the remedial course MTH 199. Exemption from the mathematics requirement or placement in prerequisite courses is based on any of the following tests: CEEB Achievement, AP, or an examination administered by the Department of Mathematics during Orientation.^b

Requirement three may not be waived.² Courses satisfying this requirement are identified in the course schedule by a one-letter abbreviation (shown below within parentheses) following the course number.³ Some courses satisfying requirement three will simultaneously satisfy an Area of Knowledge Requirement.⁴

3. Writing across the Curriculum⁵ (W)

12 credits (1990-1995)

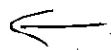
15 credits (Fall, 1995)

Each writing course involves a substantial amount of writing and the preparation of papers that are corrected for grammar, style, and content.^c

^bStudents in the School of Music may satisfy this requirement by taking MTH 101. This special provision expires in 1995.

^cIn the College of Engineering this requirement is to be satisfied by completing 6 credits with W courses within the (Humanities' and Social Sciences' distribution requirements), with the remainder satisfied by writing within the engineering design and laboratory courses.

distribution requirements of the Humanities and Social Sciences,



B. AREAS OF KNOWLEDGE

These four requirements are designed to help students develop an understanding of, and appreciation for, the intellectual achievements in the major areas of human inquiry and creative endeavor. In satisfying these requirements students will explore the natural world, examine human development and behavior, and appreciate creative expression in the arts, literature, and philosophy. Courses satisfying these requirements are identified in this Bulletin, and in the course schedule, by a one-letter abbreviation (shown below within parentheses) following the course number.^d

- | | |
|--------------------------------------|-----------|
| 1. Natural Sciences ⁶ (N) | 6 credits |
| 2. Social Sciences ⁷ (S) | 6 credits |
| 3. Arts ⁸ (A) | 6 credits |
| 4. Humanities ⁹ (H) | 6 credits |

III. Implementation

The successful implementation of this proposal requires the creation of a standing committee of the University faculty. This committee is described below in Faculty-Manual language:¹⁰

General Education Committee. This committee sets standards for the exemption of required courses and for the certification of the specific courses and course sections which will satisfy the various requirements. It also reviews and certifies the specific courses and course sections that will satisfy the various requirements.

The Senate Council shall appoint the committee and shall include at least one representative from each undergraduate school. Members of the GEC serve staggered three-year terms.

The committee shall create a system of subcommittees whose recommendations are referred back to the General Education Committee for ratification. Each subcommittee shall be chaired by a member of the Committee; the remaining members of the subcommittees need not be members of the Committee.

The General Education Committee shall make an annual report of its activities to the Faculty Senate. At least every five years the GEC shall conduct a review of the General Education Requirements and recommend to the Faculty Senate whatever changes may be appropriate.

^dIn the College of Engineering, because accreditation requirements do not permit most arts courses to be counted, there will be a general requirement for 18 hours in the Humanities and Social Sciences. In the School of Music, the curricula of individual programs will be submitted to the General Education Committee showing how the areas of knowledge requirements are to be met.

V. Notes of Explanation and Justification

1. In the past three years the percentage of freshmen who have exempted MTH 101 has risen from 60% to 72%. This percentage should continue to rise over the next several years because of (a) the full implementation of newly adopted Florida high school graduation requirements, and (b) higher admission standards at the University.

2. The third proficiency requirements may not be exempted because (a) it is of fundamental importance, and (b) every student will benefit from instruction in this area.

3. Since for a given course some, but not all, sections may be taught as writing intensive, only particular sections of courses may be identified as *W* courses; hence courses may not be so identified in the Bulletin. This problem does not arise for the other requirements.

4. The skills with which the third requirement is concerned are ones that can be honed in the process of studying other subject matters. Therefore, one course can satisfy simultaneously one of these requirements and either an Area of Knowledge requirement, or another requirement (such as a requirement of the major) imposed by the School or College. Also, for this reason, this requirement need not impose any additional credit hours of work.

5. We recommend that one requirement for certification as a *W* course be the assignment of at least 5,000 words. *W* courses should enroll no more than 25 students.

ENG 103, 105, and 106 will not be designated *W* courses because proficiency requirement three is intended to be separate from requirement one.

6. *N* courses will be fundamental natural science courses offered by the Departments of Biology, Chemistry, Geology, and Physics (and perhaps other departments). *Examples* of appropriate courses:

BIL 111/112 General Biology
CHM 111/112 Principles of Chemistry
GSC 110/111 The Solid and Fluid Earth/Physical Geology
PHY 101/102 College Physics

The courses chosen to satisfy the Natural Sciences requirement as well as the other three "Areas of Knowledge" requirements should possess intellectual breadth. *Examples* of courses that are inappropriate because they are too specialized or ancillary:

BIL 102 Biology of Cancer
GSC 104 The Coastal Environment of South Florida
PHY 122 Nuclear War--Nuclear Peace

7. *S* courses will be fundamental social science courses offered by the Departments of Anthropology, Economics, History, Psychology, and Sociology (and perhaps other departments). *Examples* of appropriate courses:

APY 101 Introduction to Anthropology
ECO 211/212 Economic Principles and Problems
HIS 121/122 Development of Asian Civilizations
HIS 131/132 Development of Western Civilization
PSY 101 General Principles of Psychology as a Social
and Behavioral Science
SOC 101 Introduction to Sociology

Examples of courses that are inappropriate because they are too specialized or ancillary:

HIS 208 History of American Business at Home and Abroad
PSY 104 Psychology of University Adjustment

8. A courses will be appropriate history and appreciation courses offered by the Departments of Art and Art History, Musicology, and Theatre Arts (and perhaps other departments). Studio courses that emphasize analysis, form, and structure are also suitable. *Examples* of appropriate courses:

ARH 131/132 Survey of the History of Art
MCY 321/322 Music History and Literature
THA 481/482 Theatre History

Examples of courses that are inappropriate because too specialized or ancillary:

ART 221 Weaving
MCY 124 The Evolution of Jazz
THA 103 Voice and Interpretation

9. *H* courses will be suitable general offerings located in the Departments of English, Philosophy, and Religious Studies (and perhaps other departments), and literature courses in the Department of Foreign Languages and Literatures. *Examples* of appropriate courses:

ENG 201/202 World Literary Masterpieces
PHI 101 Introduction to Philosophy
REL 101 Introduction to Religion

Examples of courses that are inappropriate because too specialized or ancillary:

ENG 381 Detective Fiction
PHI 102 Introduction to Logic
PHI 325 Philosophy of Law
REL 252 Religion and Human Sexuality

10. The implementation of the General Education Requirements will involve a coordinated effort by many units of the University. We propose the following timetable:

Early Spring 1988 Edited version of current GER published in 1988-89 Undergraduate Studies Bulletin.

Spring 1988 GEC appointed. GEC solicits recommendations for core courses from all undergraduate divisions of the University.

- Fall 1988** GEC distributes to schools preliminary listing of courses that satisfy various requirements.
- Early Spring 1989** New GER published in 1989-90 Undergraduate Studies Bulletin.
- Spring 1989** GEC distributes to schools guidelines for the design of *W* and *C* course sections.
- Spring 1989** Schools adapt school requirements to reflect new GER.
- Early Spring 1990** New school requirements and labelling of *N*, *S*, *A*, *H*, and *V* courses published in 1990-91 Undergraduate Studies Bulletin.
- Jan.-Feb. 1990** GEC certifies *W* and *C* course sections for Fall 1990 Semester.
- Fall 1990** New GER and school requirements take effect for matriculants.

MEMORANDUM

October 13, 1987

TO: The University General Education Requirements Committee
The Faculty Senate Academic Standards Committee

Will Betsch
Ann Colbert
John Fitzgerald
James Foley
Tom Herbert
Marion Jefferson

John Knoblock
Georgie Labadie
Harvey Siegel
Lanny Streeter
John van der Slice
Ronald Zollo

FROM: Co-chairs of the Drafting Committee

Howard Pospesel
Frazer White

COPY: Barbara Hoadley ✓

1. We attach the GER report which has been prepared by the Drafting Committee.
2. The report is also being sent to the deans of the undergraduate schools and colleges and to the Provost and President. (A copy of the covering memo is attached.)
- ✓ 3. Let us meet to discuss the report on Tuesday, October 20 at 5:00 p.m. in 727 Ashe.
4. Following that meeting delegates from the combined committees (in groups of three, we hope) will meet with the deans and/or school councils of the various undergraduate schools to explain the proposal and to listen to their concerns and receive their suggestions.
- ✓ 5. We will meet again as a combined committee on Tuesday, December 1 at 5:00 p.m. in 727 Ashe to share the concerns and suggestions aired in the school meetings and to determine what changes (if any) need to be made in the proposal before it is sent on to the Senate Council.
6. The proposal will be taken to the Faculty Senate Council at its meeting of December 7. It is our hope that the Council will place the proposal on the agenda of the December 14 meeting of the full Faculty Senate.

MEMORANDUM

October 13, 1987

TO: Dean Jack R. Borsting, School of Business
Dean Melanie Dreher, School of Nursing
Dean Norman G. Einspruch, College of Engineering
Dean William Hipp, School of Music
Dean Edward J. Pfister, School of Communication
Dean John Thomas Regan, School of Architecture
Dean David L. Wilson, College of Arts and Sciences

FROM: Prof. Howard Pospesel, Co-Chair
Prof. Frazer White, Co-Chair
Drafting Committee

COPIES: Dr. Edward T. Foote, President
Dr. Luis Glaser, Provost

SUBJECT: Report on General Education Requirements

We attach a copy of the draft report on University General Education Requirements. In preparing this report the Drafting Committee examined the various problems which were identified with the Interim Report prepared last spring and previously circulated. We ask that you and your school council review this new draft and advise us by November 25 of any remaining problems. Representatives of the merged GER committees will be happy to meet with you and your council to discuss the recommendations of the report. To schedule a meeting please call the Senate Office (X-3721).

REPORT ON GENERAL EDUCATION REQUIREMENTS

October 10, 1987

I. Introduction

The following recommendations outline the intellectual abilities and general knowledge that the Drafting Committee believes should be acquired in a liberal undergraduate education at a private university dedicated to academic excellence. The Committee has proposed requirements that stress the abilities to write well, employ mathematics with competence, reason cogently, and think clearly about ethical issues. In addition, these requirements ensure exposure to the major areas of knowledge. We believe that revamping and tightening the University's present General Education Requirements is an essential step in the University's progress toward greatness. These recommendations were formulated after studying the Carnegie Report, *College: The Undergraduate Experience in America*, and the general education requirements in place at several major private universities.

The success of this proposal will require the creation of extensive committee machinery to deal with such matters as setting standards for the exemption of required courses and reviewing and certifying the specific courses that will satisfy the various requirements. While the development of this mechanism is of fundamental importance, we do not here address the question of its design, noting only that it would require a master GER committee with a system of subcommittees. The present General Education Requirements (as well as the dreadful bulletin language in which they are expressed) have gone without critical examination for far too many years. We urge the Faculty Senate to develop a method for ensuring the periodic review of this system of requirements.

Two Senate committees, the Committee on University General Education Requirements and the Academic Standards Committee, worked on these matters during the 1986-87 school year. The present report is based on the work of both committees and is the product of a Drafting Committee composed of representatives of these committees. The Drafting Committee consists of William Betsch, John Fitzgerald, James Foley, Marion Jefferson, John Knoblock (*ex officio*), Georgie Labadie, Howard Pospesel (Co-chair), and Frazer White (Co-chair).

II. Bulletin Language¹

General Education Requirements

The University's General Education Requirements are designed to ensure that graduates of the University have acquired essential intellectual skills and have been introduced to each of the main areas of intellectual achievement. Whereas the requirements of the major specified by Schools and Colleges within the University emphasize *depth* of learning, these General Education Requirements stress *breadth* of knowledge and the cultivation of intellectual abilities essential for the acquisition of knowledge. This general knowledge will expand one's understanding of oneself and of the world, enhance appreciation of the artistic and intellectual achievements of the past and present, and help one prepare for an enriched and productive life in the Twenty-first Century.

These requirements may not be satisfied by courses taken "credit only." Upon payment of a recording fee, students may apply the credit hours of any required course from which they are exempted toward the 126 credits required for graduation. The requirements of each School and College at the University will be structured so that their satisfaction ensures the satisfaction of the General Education Requirements.

A. PROFICIENCIES

Proficiency requirements are intended to ensure that matriculants either already possess, or will develop at the University, the ability to express themselves effectively, use basic mathematics with facility, and reason cogently. Adequate academic preparation in high school will exempt students from the first two requirements. Placement in the appropriate preparatory course or exemption from a requirement is based on examination as described below. Grades for remedial courses appear in the student's transcript and are included in the calculation of grade-point average, but the credits earned in such courses may not be applied toward the 126 credits required for graduation.

1. **English Composition** 3 credits

ENG 106 is required. Exemption from 106 or placement in 105 or 106 or the remedial course 103 is based on the CEEB AP examination or on an examination administered by the Department of English during Orientation.

2. **Mathematics** 3 credits

Either MTH 102 (Trigonometry and Analytic Geometry) or MTH 104 (Introductory Calculus for the Social Sciences) is required. Exemption from this

requirement or placement in 101, 102 or 104 or the remedial course 199 is based on any of the following tests: CEEB Achievement, AP, or an examination administered by the Department of Mathematics during Orientation.

Requirements three and four may not be waived.² Courses satisfying these requirements are identified in the course schedule by a one-letter abbreviation (shown below within parentheses) following the course number.³ Some courses satisfying requirements three and four will simultaneously satisfy an Area of Knowledge Requirement.⁴

3. **Writing across the Curriculum**⁵ (*W*) 15 credits

Each writing course involves a substantial amount of writing and the preparation of papers that are corrected for grammar, style, and content.

4. **Critical Thinking**⁶ (*C*) 12 credits

Courses on critical thinking stress effective reasoning, the identification and evaluation of evidence, and the basic concepts of logic.

B. AREAS OF KNOWLEDGE

These five requirements are designed to help students develop an understanding of, and appreciation for, the intellectual achievements in the major areas of human inquiry and creative endeavor. In satisfying these requirements students will explore the natural world, examine human development and behavior, appreciate creative expression in the arts, literature, and philosophy, and inquire into the nature of obligation and values. Courses satisfying these requirements are identified in this Bulletin, and in the course schedule, by a one-letter abbreviation (shown below within parentheses) following the course number. No course will satisfy two *Areas of Knowledge* requirements.

1. **Natural Sciences**⁷ (*N*) 6 credits
2. **Social Sciences**⁸ (*S*) 6 credits
3. **Arts**⁹ (*A*) 6 credits
4. **Humanities**¹⁰ (*H*) 6 credits
5. **Values**¹¹ (*V*) 3 credits

C. GRADUATION REQUIREMENT

Baccalaureate degrees require a minimum of 126 credits of course work (excluding remedial courses).¹²

III. Foreign Languages

The Drafting Committee believes strongly in the educational value of the study of foreign languages. We think such study should be especially encouraged at an institution like ours that prides itself on its international scope and is located at the crossroads of Pan America in the only truly bilingual metropolis in the United States. The Committee gave long and serious consideration to the inclusion of a foreign language requirement within the proficiencies group, but eventually concluded reluctantly and regretfully that a meaningful language requirement (two courses at the 200-level) would not be feasible for all programs at the University.

The Committee strongly encourages the Schools and Colleges as well as programs within Schools to adopt a Foreign Language requirement where that is feasible. A language requirement would seem to be obligatory in some areas of study such as International Finance and Marketing and Transcultural Nursing.

IV. Notes of Explanation and Justification

1. These endnotes are not to be included in the bulletin. They will be transmitted to the committee charged with implementing the General Education Requirements.
2. The third and fourth proficiency requirements may not be exempted because (a) they are of fundamental importance, and (b) almost all students will require instruction in these areas.
3. Since for a given course some, but not all, sections may be taught as writing or critical-thinking intensive, only particular sections of courses may be identified as *W* or *C* courses; hence courses may not be so identified in the Bulletin. This problem does not arise for the other requirements.
4. The skills with which the third and fourth requirements are concerned are ones that can be honed in the process of studying other subject matters. Therefore, one course can satisfy simultaneously one of these requirements and either an area requirement or another requirement (such as a requirement of the major) imposed by the School or College. Also, for this reason, it is not accurate to say that these two requirements impose on the student any additional credit hours of work.
 No course section will satisfy three requirements simultaneously. Example: assume that Introduction to Philosophy is designated an *H* course. A particular section of this course may also be either a *W* or a *C* course, but it may not be both.
5. We recommend that one requirement for certification as a *W* course be the assignment of at least 5,000 words.
 ENG 103, 105, and 106 will not be designated *W* courses because proficiency requirement three is intended to be separate from requirement one.
6. *C* courses should help students reason effectively. Such courses will stress how one determines what counts as evidence for and against a claim, how one evaluates evidence, how to identify and evaluate arguments that are advanced in support of claims, how argument form and argument content differ, and how to detect and avoid fallacious patterns of reasoning. These courses will make explicit use of these fundamental logical and epistemological concepts: argument, conclusion, confirmation, deduction, evidence, fallacy, hypothesis, induction, inference, justification, knowledge, meaning, premise, reason, theory, truth, and validity.
 Critical thinking courses may be ones whose exclusive subject matter is logic (such as PHI 102 and PHI 202) or courses on other subjects which at the same time lead students on a regular basis to question the meaning and truth of statements contained in reading assignments and advanced in lecture and class discussion.
 A workshop on the teaching of critical thinking should be made available to teachers who desire it.
7. *N* courses will be fundamental natural science courses from the Departments of Biology, Chemistry, Geology, and Physics (and perhaps other departments). Paradigm examples of appropriate courses:

BIL 111/112 General Biology
 CHM 111/112 Principles of Chemistry
 GSC 110/111 The Solid and Fluid Earth/Physical Geology
 PHY 101/102 College Physics

The courses chosen to satisfy the Natural Sciences requirement as well as the other four "Areas of Knowledge" requirements should possess intellectual breadth. Examples of courses that are inappropriate because they are too specialized or ancillary:

BIL 102 Biology of Cancer
 GSC 104 The Coastal Environment of South Florida
 PHY 122 Nuclear War--Nuclear Peace

8. *S* courses will be fundamental social science courses from the Departments of Anthropology, Economics, History, Psychology, and Sociology (and perhaps other departments). Paradigm examples of appropriate courses:

APY 101 Introduction to Anthropology
 ECO 211/212 Economic Principles and Problems
 HIS 121/122 Development of Asian Civilizations
 HIS 131/132 Development of Western Civilization
 PSY 101 General Principles of Psychology as a Social
 and Behavioral Science
 SOC 101 Introduction to Sociology

Examples of courses that are inappropriate because they are too specialized or ancillary:

HIS 208 History of American Business at Home and Abroad
 PSY 104 Psychology of University Adjustment

9. *A* courses will be appropriate history and appreciation courses from the Departments of Art and Art History, Musicology, and Theatre Arts (and perhaps other departments). Studio courses that emphasize analysis, form, and structure are also suitable. Paradigm examples of appropriate courses:

ARH 131/132 Survey of the History of Art
 MCY 321/322 Music History and Literature
 THA 481/482 Theatre History
 ART 101/102 Drawing and Composition

Examples of courses that are inappropriate because too specialized or ancillary:

ART 221 Weaving
 MCY 124 The Evolution of Jazz
 THA 103 Voice and Interpretation

10. *H* courses will be suitable general offerings located in the Departments of English, Philosophy, and Religious Studies (and perhaps other departments), and literature courses in the Department of Foreign Languages and Literatures. Paradigm examples of appropriate courses:

ENG 201/202 World Literary Masterpieces
PHI 101 Introduction to Philosophy
REL 101 Introduction to Religion

Examples of courses that are inappropriate because too specialized or ancillary:

ENG 381 Detective Fiction
PHI 102 Introduction to Logic
PHI 325 Philosophy of Law
REL 252 Religion and Human Sexuality

11. *V* courses will introduce students to the major ethical theories and will emphasize the evaluation of reasoning about moral subjects. These courses will be offered by the Departments of Philosophy and Religious Studies. Examples of appropriate courses:

PHI 107 Contemporary Moral Issues
PHI 203 Ethics
REL 132 Religion and Moral Choices

No *V* course will also be an *H* course.

12. Raising the total required for graduation partially offsets the increase in distribution credits, and accommodates those schools which might otherwise have difficulty fitting their requirements and the GER into a 120-credit package.

REPORT ON GENERAL EDUCATION REQUIREMENTS

December 11, 1987

I. Introduction

The following recommendations outline the intellectual abilities and general knowledge that the General Education Requirements Drafting Committee^a believes should be acquired in a liberal undergraduate education at a private university dedicated to academic excellence. The Committee has proposed requirements that stress the abilities to write well, employ mathematics with competence, and reason cogently. In addition, these requirements ensure exposure to the major areas of knowledge: the natural and social sciences, the arts, and the humanities. Finally, the values requirement will foster disciplined reflection on the ethical dimensions of life and career. In sum, we submit that the adoption of this system of requirements will be of considerable educational benefit to the undergraduate students at the University. We believe that revamping and tightening the University's present General Education Requirements constitutes an essential step forward in the University's progress toward greatness. Please note that the requirements outlined below are appropriate for the increasingly gifted students who matriculate in our undergraduate programs. These recommendations were formulated after studying the Carnegie Report, *College: The Undergraduate Experience in America*, and the general education requirements in place at several major private universities.

II. Bulletin Language¹

General Education Requirements

(Effective 1990-91)

The University's General Education Requirements are designed to ensure that graduates of the University have acquired essential intellectual skills and have been introduced to each of the main areas of intellectual achievement. Whereas the requirements of the major specified by Schools and Colleges within the University

^aThe General Education Requirements Drafting Committee consists of William Betsch, John Fitzgerald, James Foley, Marion Jefferson, John Knoblock (*ex officio*), Georgie Labadie, Howard Pospel (Co-chair), and Frazer White (Co-chair).

emphasize *depth* of learning, these General Education Requirements stress *breadth* of knowledge and the cultivation of intellectual abilities essential for the acquisition of knowledge. This general knowledge will expand one's understanding of oneself and of the world, enhance appreciation of the artistic and intellectual achievements of the past and present, and help one prepare for an enriched and productive life in the Twenty-first Century.

These requirements may not be satisfied by courses taken "credit only." Upon payment of a recording fee, students may apply the credit hours of any required course from which they are exempted toward the 120 credits required for graduation. The requirements of each School and College at the University will be structured so that their satisfaction ensures the satisfaction of the General Education Requirements.

A. AREAS OF PROFICIENCY

Proficiency requirements are intended to ensure that matriculants either already possess, or will develop at the University, the ability to express themselves effectively, use mathematics with facility, and reason cogently. Superior placement-test scores will exempt students from requirements 1 and 2, but not from requirements 3 and 4.

1. English Composition 3 credits

ENG 106 is required. Entering students are expected to have achieved the level of competence associated with ENG 105. Students who do not meet this expectation are required to enroll in ENG 105. Some students are required to take the remedial course ENG 103. Exemption from 106 or placement in prerequisite courses is based on the CEEB AP examination or on an examination administered by the Department of English during Orientation.

2. Mathematics 3 credits

Students satisfy this requirement by taking a course in mathematics numbered above MTH 101² (excluding MTH 119, 121, and 199), MAS 110, a statistics course, or an approved course in computer programming.³ Entering students are expected to have achieved the level of competence associated with MTH 101. Students who do not meet this expectation are required to enroll in MTH 101. Some students are required to take the remedial course MTH 199. Exemption from the mathematics requirement or placement in prerequisite courses is based on any of the following tests: CEEB Achievement, AP, or an examination administered by the Department of Mathematics during Orientation.

Requirements three and four may not be waived.⁴ Courses satisfying these requirements are identified in the course schedule by a one-letter abbreviation (shown below within parentheses) following the course number.⁵ Some courses satisfying requirements three and four will simultaneously satisfy an Area of Knowledge Requirement or the Values Requirement.⁶

3. **Writing across the Curriculum⁷ (W)** 15 credits

Each writing course involves a substantial amount of writing and the preparation of papers that are corrected for grammar, style, and content.

4. **Critical Thinking across the Curriculum⁸ (C)** 12 credits

Courses on critical thinking stress effective reasoning, the development of critical habits of mind, the identification and evaluation of evidence, ~~and the basic concepts of logic, and the ability to think independently.~~

B. AREAS OF KNOWLEDGE

These ~~five~~ four requirements are designed to help students develop an understanding of, and appreciation for, the intellectual achievements in the major areas of human inquiry and creative endeavor. In satisfying these requirements students will explore the natural world, examine human development and behavior, and appreciate creative expression in the arts, literature, and philosophy, ~~and inquire into the nature of obligation and values.~~ Courses satisfying these requirements are identified in this Bulletin, and in the course schedule, by a one-letter abbreviation (shown below within parentheses) following the course number. ~~No course will satisfy two Areas of Knowledge requirements.~~^b

- | | |
|--|-----------|
| 1. Natural Sciences⁹ (N) | 6 credits |
| 2. Social Sciences¹⁰ (S) | 6 credits |
| 3. Arts¹¹ (A) | 6 credits |
| 4. Humanities¹² (H) | 6 credits |
| 5. Values^(V) | 3 credits |

C. GRADUATION REQUIREMENT

~~Baccalaureate degrees require a minimum of 126 credits of course work (excluding remedial courses).~~¹³

- C. VALUES¹⁴ 3 credits

Each student will take a course which critically examines ethical theories and the application of ethical principles to moral issues that confront us in our civic and

^b[HP: With the removal of "Values" from the list, this restriction becomes unnecessary.]

professional lives. Suitable courses are identified in this Bulletin, and in the course schedule, with a V following the course number. Students are encouraged to take this course in their senior year.

III. Foreign Languages

~~The Drafting Committee believes strongly in the educational value of the study of foreign languages. We think such study should be especially encouraged at an institution like ours that prides itself on its international scope and is located at the crossroads of Pan-America in the only truly bilingual metropolis in the United States. The Committee gave long and serious consideration to the inclusion of a foreign language requirement within the proficiencies group, but eventually concluded reluctantly and regretfully that a meaningful language requirement (two courses at the 200-level) would not be feasible for all programs at the University.~~

~~The Committee strongly encourages the Schools and Colleges as well as programs within Schools to adopt a Foreign Language requirement where that is feasible. A language requirement would seem to be obligatory in some areas of study such as International Finance and Marketing and Transcultural Nursing.^c~~

III. Implementation

The successful implementation of this proposal requires the creation of a standing committee of the University faculty. This committee is described below in Faculty Manual language:

General Education Committee. This committee sets standards for the exemption of required courses and reviews and certifies the specific courses and course sections that will satisfy the various requirements. It shall include at least one representative from each undergraduate school. The committee shall create a system of subcommittees whose recommendations are referred back to the General Education Committee (GEC) for ratification. Each subcommittee shall be chaired by a member of the GEC; the remaining members of the subcommittees need not be members of the GEC. At least every five years the GEC shall conduct a review of the General Education Requirements and recommend to the Faculty

^c[HP: I think that including this statement will only create problems for obtaining approval of the document.]

Senate whatever changes may be appropriate. Members of the GEC serve staggered three-year terms.^{d15}

IV. Editorial Revision of Current Bulletin Statement

The present statement of the GER requires immediate editorial revision for inclusion in the 1988-89 Undergraduate Studies Bulletin. We propose the following non-substantive changes in the text:

GENERAL EDUCATION REQUIREMENTS

~~The University of Miami is dedicated to providing opportunity for students to become more socially competent; to increase their personal intellectual development; and to acquire occupational and professional preparation. Students have different goals; but the University recognizes that all require a proper foundation from which to develop their individual paths to knowledge. The General Education Requirements ensure that students are introduced to each of the main areas of intellectual achievement. These reflect this philosophy, specifying broad area distribution requirements which can be fulfilled by a variety of course offerings. Students are required to complete a total of 18 credits with a minimum of six credits from each of two of the following areas and, in addition, six credits from the remaining areas: fine arts; arts and humanities; natural sciences; and social sciences. Advanced placement credits, if appropriate, may be applied toward these requirements.~~

~~Further, the University expects its students to possess or develop that each candidate for a baccalaureate degree will have a basic knowledge of words, usage and grammar and be able to express his/her views the ability to write clearly. Entering freshmen will be evaluated according to their performance on the Advanced Placement tests administered by the Educational Testing Service or on the University of Miami placement tests. The test results will determine whether a student will should be given credit for the English requirements on admission or whether he/she will be required to take up to six credits of course work toward satisfactory completion of this goal in composition.~~

~~The candidate for a baccalaureate degree will also be required to complete a total of 18 credits with a minimum of six credits from each of two of the following areas and, in addition, six credits from the remaining areas: fine arts; arts and humanities; natural sciences; and social sciences. Advanced placement credits, if appropriate, may be applied toward these requirements.~~

~~The Colleges and or Schools in which the student intends to take a degree will specify the requirements for their degrees in such a manner that the general education requirements are reflected therein.~~

^d[HP: Should we specify the appointing authority?]

IV: V. Notes of Explanation and Justification

1. These endnotes are not to be included in the bulletin. They will be transmitted to the General Education Committee-committee-charged-with-implementing-the-General Education Requirements.

2. In the past three years the percentage of freshmen who have exempted MTH 101 has risen from 60% to 72%. This percentage should continue to rise over the next several years because of (a) the full implementation of newly adopted Florida high school graduation requirements, and (b) increased admission standards at the University.

3. Acceptable computer courses will concentrate on programming in a computer language more advanced than BASIC. Paradigm examples of appropriate courses:

EEN 117 PASCAL and Introduction to Software Engineering

MAS 223 Business Programming Languages

MTH 120 Computer Programming I

IEN 124 Introduction to Computer Programming

Examples of courses that should not satisfy this requirement:

EEN 114 Introduction to Computer Technology

MAS 120 Introduction to Computer Information Systems

MAS 122 Introduction to Computer Programming

MAS 226 Microcomputer BASIC Programming

MTH 119 Computers and Society

4. The third and fourth proficiency requirements may not be exempted because (a) they are of fundamental importance, and (b) almost all students will require instruction in these areas.

5. Since for a given course some, but not all, sections may be taught as writing or critical-thinking intensive, only particular sections of courses may be identified as *W* or *C* courses; hence courses may not be so identified in the Bulletin. This problem does not arise for the other requirements.

6. The skills with which the third and fourth requirements are concerned are ones that can be honed in the process of studying other subject matters. Therefore, one course can satisfy simultaneously one of these requirements and either an Area of Knowledge requirement, the Values requirement, or another requirement (such as a requirement of the major) imposed by the School or College. Also, for this reason, it is not accurate to say that these two requirements impose on the student any additional credit hours of work.

No course section will satisfy three requirements simultaneously. Example: assume that Introduction to Philosophy is designated an *H* course. A particular section of this course may also be either a *W* or a *C* course, but it may not be both.

7. We recommend that one requirement for certification as a *W* course be the assignment of at least 5,000 words. *W* courses should enroll no more than 25 students.

ENG 103, 105, and 106 will not be designated *W* courses because proficiency requirement three is intended to be separate from requirement one.

8. In the context of investigating another subjectmatter (ranging from art history to zoology) *C* courses seek to develop the questioning attitude and critical habits that characterize a fully rational mind. They encourage students to think independently, base beliefs on reasons, evaluate arguments, analyze positions, identify and weigh evidence, determine probabilities, draw warranted conclusions, detect fallacies, and render objective judgements. *C* courses will emphasize effective problem solving, creative thinking, and the integration of ideas from diverse fields. The methods and techniques for accomplishing these goals will receive explicit treatment.

C courses will leaven lectures with questions and discussion, use the techniques of rational persuasion instead of indoctrination, and encourage understanding rather than rote memorization. Because of the importance of interaction between teacher and students, enrollment in *C* courses should be limited. Teachers will represent in their own teaching methods the attitudes, abilities, and values they seek to foster. Courses devoted exclusively to logic (if taught in the appropriate way) may also be certified as *C* courses.

A workshop on critical thinking should be made available to teachers who desire it.

9. *N* courses will be fundamental natural science courses offered by ~~from~~ the Departments of Biology, Chemistry, Geology, and Physics (and perhaps other departments). Paradigm examples of appropriate courses:

BIL 111/112 General Biology
 CHM 111/112 Principles of Chemistry
 GSC 110/111 The Solid and Fluid Earth/Physical Geology
 PHY 101/102 College Physics

The courses chosen to satisfy the Natural Sciences requirement as well as the other ~~four~~ three "Areas of Knowledge" requirements should possess intellectual breadth. Examples of courses that are inappropriate because they are too specialized or ancillary:

BIL 102 Biology of Cancer
 GSC 104 The Coastal Environment of South Florida
 PHY 122 Nuclear War--Nuclear Peace

10. *S* courses will be fundamental social science courses offered by ~~from~~ the Departments of Anthropology, Economics, History, Psychology, and Sociology (and perhaps other departments). Paradigm examples of appropriate courses:

APY 101 Introduction to Anthropology
 ECO 211/212 Economic Principles and Problems
 HIS 121/122 Development of Asian Civilizations
 HIS 131/132 Development of Western Civilization
 PSY 101 General Principles of Psychology as a Social
 and Behavioral Science
 SOC 101 Introduction to Sociology

Examples of courses that are inappropriate because they are too specialized or ancillary:

HIS 208 History of American Business at Home and Abroad
 PSY 104 Psychology of University Adjustment

11. A courses will be appropriate history and appreciation courses offered by from the Departments of Art and Art History, Musicology, and Theatre Arts (and perhaps other departments). Studio courses that emphasize analysis, form, and structure are also suitable. Paradigm examples of appropriate courses:

ARH 131/132 Survey of the History of Art
 MCY 321/322 Music History and Literature
 THA 481/482 Theatre History
 ART 101/102 Drawing and Composition

Examples of courses that are inappropriate because too specialized or ancillary:

ART 221 Weaving
 MCY 124 The Evolution of Jazz
 THA 103 Voice and Interpretation

12. *H* courses will be suitable general offerings located in the Departments of English, Philosophy, and Religious Studies (and perhaps other departments), and literature courses in the Department of Foreign Languages and Literatures. Paradigm examples of appropriate courses:

ENG 201/202 World Literary Masterpieces
 PHI 101 Introduction to Philosophy
 REL 101 Introduction to Religion

Examples of courses that are inappropriate because too specialized or ancillary:

ENG 381 Detective Fiction
 PHI 102 Introduction to Logic
 PHI 325 Philosophy of Law
 REL 252 Religion and Human Sexuality

~~13. Raising the total required for graduation partially offsets the increase in distribution credits, and accommodates those schools which might otherwise have difficulty fitting their requirements and the GER into a 120 credit package.~~

14. *V* courses will introduce students to the major ethical theories and will emphasize the evaluation of reasoning about moral subjects. Students will learn how to apply ethical principles to moral problems and to develop *reasoned* responses to moral issues. *V* courses will treat either general ethical issues or issues encountered in particular professions. Interdisciplinary team-taught courses are indicated [FW: expected, suggested, would be desirable] for courses with a professional emphasis. For example, an ethicist and an engineer could team-teach a course on Engineering Ethics. These courses will be offered by the Departments of Philosophy and Religious Studies. Examples of appropriate courses:

-----PHI-107---~~Contemporary Moral Issues~~
 -----PHI-203---~~Ethics~~
 -----REL-132---~~Religion and Moral Choices~~ No *V* course will also be an *H* course.

15. The implementation of the General Education Requirements will involve a coordinated effort by many units of the University. We propose the following timetable for implementation:

<u>Spring 1988</u>	<u>GEC appointed. GEC solicits recommendations for core courses from all undergraduate divisions of the University.</u>
<u>Spring 1988</u>	<u>Edited version of current GER published in 1988-89 Undergraduate Studies Bulletin.</u>
<u>Fall 1988</u>	<u>GEC distributes to schools preliminary listing of courses that satisfy various requirements.</u>
<u>Spring 1989</u>	<u>New GER published in 1989-90 Undergraduate Studies Bulletin.</u>
<u>Spring 1989</u>	<u>GEC distributes to schools guidelines for the design of <i>W</i> and <i>C</i> course sections.</u>
<u>Spring 1989</u>	<u>Schools adapt school requirements to reflect new GER.</u>
<u>Spring 1990</u>	<u>New school requirements and labelling of <i>N</i>, <i>A</i>, <i>S</i>, <i>H</i>, and <i>V</i> courses published in 1990-91 Undergraduate Studies Bulletin.</u>
<u>Spring 1990</u>	<u>GEC certifies <i>W</i> and <i>C</i> course sections for fall semester 1990.</u>
<u>Fall 1990</u>	<u>New GER and school requirements take effect for matriculants.</u>

**Faculty Senate Action, 87023
Class C Legislation**

GENERAL EDUCATION REQUIREMENTS

I. Bulletin Language

General Education Requirements

(Effective 1990-91)

The University's General Education Requirements are designed to ensure that graduates of the University have acquired essential intellectual skills and have been introduced to each of the main areas of intellectual achievement. Whereas the requirements of the major specified by Schools and Colleges within the University emphasize *depth* of learning, these General Education Requirements stress *breadth* of knowledge and the cultivation of intellectual abilities essential for the acquisition of knowledge. This general knowledge will expand one's understanding of oneself and of the world, enhance appreciation of the artistic and intellectual achievements of the past and present, and help one prepare for an enriched and productive life in the Twenty-first Century.

These requirements may not be satisfied by courses taken "credit only." Upon payment of a recording fee, students may apply the credit hours of any required course from which they are exempted toward the 120 credits required for graduation. The requirements of each School and College at the University are structured so that their satisfaction ensures the satisfaction of the General Education Requirements.

A. AREAS OF PROFICIENCY

Proficiency requirements are intended to ensure that matriculants either already possess, or will develop at the University, the ability to express themselves effectively, use mathematics with facility, and reason cogently. Superior placement test scores will exempt students from requirements 1 and 2, but not from requirements 3 and 4.

1. English Composition 3 credits

ENG 106 [or equivalent course] is required. Entering students are expected to have achieved the level of competence associated with ENG 105. Students who do not meet this expectation are required to enroll in ENG 105. Some students are required to take the remedial course ENG 103. Exemption from 106 or placement in prerequisite courses is based on the CEEB AP examination or on an examination administered by the Department of English during Orientation.

2. Mathematics 3 credits

Students satisfy this requirement by taking a course in mathematics numbered above MTH 101 (excluding MTH 119, 121, and 199), or MAS 110, or an approved course in statistics. Entering students are expected to have achieved the level of competence associated with MTH 101. Students who do not meet this expectation are required to enroll in MTH 101. Some students are required to take the remedial course MTH 199. Exemption from the mathematics requirement or placement in prerequisite courses is based on any of the following tests: CEEB Achievement, AP, or an examination administered by the Department of Mathematics during Orientation.^a

Requirement three may not be waived. Courses satisfying this requirement are identified in the course schedule by a one-letter abbreviation (shown below within parentheses) following the course number. Some courses satisfying requirement three will simultaneously satisfy an Area of Knowledge Requirement.

3. Writing across the Curriculum (*W*) 12 credits (1990-1995) 15 credits (Fall, 1995)

Each writing course involves a substantial amount of writing and the preparation of papers that are corrected for grammar, style, and content.^b

^aStudents in the School of Music may satisfy this requirement by taking MTH 101. This special provision expires in 1995.

^bIn the College of Engineering this requirement is to be satisfied by completing 6 credits with W courses within the Humanities and Social Sciences distribution requirements with the remainder satisfied by writing within the engineering design and laboratory courses.

B. AREAS OF KNOWLEDGE

These four requirements are designed to help students understand and appreciate the intellectual achievements in the major areas of human inquiry and creative endeavor. In satisfying these requirements students will explore the natural world, examine human development and behavior, and appreciate creative expression in the arts, literature, and philosophy. Courses satisfying these requirements are identified in this Bulletin, and in the course schedule, by a one-letter abbreviation (shown below within parentheses) following the course number.^c

- | | |
|----------------------------------|-----------|
| 1. Natural Sciences (<i>N</i>) | 6 credits |
| 2. Social Sciences (<i>S</i>) | 6 credits |
| 3. Arts (<i>A</i>) | 6 credits |
| 4. Humanities (<i>H</i>) | 6 credits |

^cIn the College of Engineering, because accreditation requirements do not permit most arts courses to be counted, there will be a general requirement for 18 hours in the Humanities and Social Sciences. In the School of Music, the curricula of individual programs will be submitted to the General Education Committee showing how the areas of knowledge requirements are to be met.

II. Implementation

The successful implementation of this proposal requires the creation of a standing committee of the University faculty. This committee is described below in *Faculty Manual* language:

General Education Committee. This committee sets standards for the exemption of required courses and for the certification of the specific courses and course sections which will satisfy the various requirements. It also reviews and certifies the specific courses and course sections that will satisfy the various requirements.

The Senate Council shall appoint the committee and shall include at least one representative from each undergraduate school. Members of the Committee shall serve staggered three-year terms.

The committee shall create a system of subcommittees whose recommendations are referred back to the General Education Committee for ratification. Each subcommittee shall be chaired by a member of the Committee; the remaining members of the subcommittees need not be members of the Committee.

The General Education Committee shall make an annual report of its activities to the Faculty Senate. At least every five years the General Education Committee shall conduct a review of the General Education Requirements and recommend to the Faculty Senate whatever changes may be appropriate.