**THE UNIVERSITY OF TENNESSEE
UNDERGRADUATE COUNCIL**

MINUTES OF MEETING
September 21, 2000

Members present:
Mary Albrecht, David Anderson, Richard Bayer, Mary Dale Blanton, Catherine Dalton, Tom George, Fred Gilliam, Eric Haley, Robert Hinde, Andrew James, Buck Jones, Faye Julian, Suzanne Kurth, Robert Maddox, Mike Mullen, Johnie Mozingo, Robert Peterson, Paul Pickney, Max Robinson, Margie Russell, Linda Tober, Frank Spicuzza, Bill Woodcock, and John Zomchick.

Members absent:
Heather Collins, Laura Howes, Bob Jackson, John Lounsbury, Carol Seavor, Allen Taylor, and Michael Ware.

Proxies:
Marie Garrett (Rita Smith) and Sarah DeYoung (Delores Smith).

Julian called the meeting to order at 1:30 p.m.

Tober reported that the Undergraduate Council's website contains the minutes of last year's Council meetings. If Banner is used to check courses or other actions taken by the Council, the on-line minutes can be matched to the page numbers. Additionally, a list serve is being established so e-mails can be sent to the entire Council membership. She added that some colleges were lacking representation on the Council.

I. Reports
   A. Class Attendance and Field Trips
      Mozingo, chair of the ad hoc sub-committee, introduced the committee and presented its report. The committee considered current policies adequate for issues related to field trips and other activities that require students to miss class. The report encourages faculty to schedule such programs outside of normal class periods whenever possible. Faculty are also urged to plan trips well in advance and announce them at the first class meeting so students can make decisions about which courses will remain on their schedules. However, it is the committee's position that ultimately it is the student's responsibility to decide which courses take priority. A full text of the report appears on pp. 12828 and 12829.

      Discussion included the necessity of scheduling some field trips in times other than spring break or some other non-class days, the issue of responsibility completely falling upon students, and whether faculty also have some responsibilities. Blanton noted that courses with field trip or similar requirements should include these in course descriptions. She added that in Human Ecology's course for special needs children, the camp experience must take place when the weather is warm, and that this time does not coincide with spring break. In recognition of this, the course requires students notify the instructors of their other courses. Albrecht added that one of the problems was students' failure to notify instructors early enough in the term. Pinckney reaffirmed the importance of the student's responsibility for the classes they are taking, but suggested it is also the faculty's responsibility to include requirements on a syllabus which is given to students at the first class meeting. Finally, Julian asked if the Council might forward the report to the student Undergraduate Academic Council for their discussion and recommendations. The Council concurred. The UAC will report to the Council at its November meeting.

B. Grade Changes and Incompletes
Anne Mayhew, chair of the Oversight Committee of the Student Life Office and Academic Support in the Athletic Department, reported that in the course of its inquiries the committee came upon two issues that are of concern campus wide.

She noted that there was considerable discussion of whether student athletes received a disproportionate number of grade changes. When the committee looked at the pattern of grade changes, it discovered that more grade changes were given by graduate teaching assistants and adjunct faculty than by more experienced faculty. The committee concluded that there really is no provision for monitoring changes of grade. One suggestion is that department heads sign grade change forms so they will know where grade changes occurred. She reaffirmed the sole responsibility of faculty to assign grades.

The second issue is the awarding of the "I" grade. The original concern of the committee was whether student athletes have received the "I" grade as a means of retaining NCAA eligibility. Again, in the course of its inquiries, the committee discovered evidence of awarding "I" grades to students, athletes and non-athletes, whose work was not satisfactory and were failing but sought to avoid the penalties of an F grade. The Oversight Committee recommends the Council makes the appropriate use of Incomplete more explicit by rewording the policy. The suggested revision follows on p. 12830. Julian instructed Council members to consider the proposals in anticipation of action on them at the November meeting.

C. Information Technology Task Force
Linda Painter, chair of the Task Force, began by presenting a brief history of its work. The Task Force was created in the summer of 1999 and charged with preparing a report that would assist the University in becoming a leader in information technology through integration of technologies in teaching, research, and service. The Task Force consisted of Painter, Department of Physics, chair; Elizabeth Aversa, School of Information Sciences; Richard Bayer, Admissions and Records; Robert Leiter, Ourtreach and Continuing Education; Susan Metros, Division of Educational Technology; and Aubrey Mitchell, University Libraries. The Task Force was specifically charged to make recommendations for using technologies such as the World Wide Web and multimedia to enhance teaching and learning, to increase access to higher education for all citizens of the state, and to suggest strategies to improve the competitive position of the University through greater flexibility of time and place for teaching and learning.

The Task Force discovered areas central to successful use of information technology at the University including academic policy. The report and recommendations of the Task Force regarding academic policy follow on pp. 12831 through 12836. Recommendations include definitions of categories of electronic courses, statements for the Timetable of Classes, a definition of time commitment, reconsideration of residency policies, and routes of approval.

Discussion focused on the need for rethinking various policies in the context of new technological possibilities for making a wide variety of courses available to students Pickney expressed concern for those students who could not afford a computer and would be effectively denied access to higher education. Julian noted policies must be set to regulate all on-line courses.

Council will be requested to take action on the report at its November meeting.

D. Human Resources Major—College of Human Ecology
DeYoung reported that the National Job Training Center, an organization of Trades People, proposed that the College of Human Ecology offer an on-line degree program for its members. The program will be limited to 30 students all of whom will already have an Associate of Arts or Science degree. The remaining two years will be taken through the College of Human Ecology. They will complete their studies in an existing degree program with approved courses already on line. The organization will pay the tuition for the students in the program.

E. General Education Progress Report
Gilliam presented a progress report from the Committee on General Education. He noted that the University was considered a national leader in general education in the 1980s and that the current program was approved with the transition to semesters in 1988. He noted that the goals of that program were admirable but their relevance needs to be better communicated and integrated with major requirements. The progress report included the committee's current determinations of curricular models and requirements as well as a suggested implementation plan. An outline of the presentation follows on pp. 12837 and 12838.

Julian commended the committee for its work and noted that general education is of special interest to the legislature as evidenced by the recently passed legislation. It follows on p. 12839. Spicuzza added that with the adoption of the California Critical Thinking Test as a senior testing requirement, the University should have a better indication of whether general education goals are met. Gilliam noted that the committee hoped to present its full report to the Council at its November meeting.

Reports and recommendations to the Council follow on pp. 12828-12839.

II. Curricular Material
Tober presented the proposal to add honors courses in University Studies. After some discussion of using the "H" designation for honors sections of any course, the proposal was withdrawn.

There being no further business, the Council adjourned at 4:00 p.m.

Respectfully submitted,

Linda M. Tober
Secretary to the Undergraduate Council

REPORT OF AD HOC COMMITTEE ON CLASS ATTENDANCE

Committee Members: Johnie Mozingo (convener), Eric Haley, Suzanne Kurth, Frank Masincupp

The committee saw its assignment as two-fold: 1) to address the issue of class attendance in general and 2) to examine the problem created when students miss one or more classes in order to attend an activity or participate in a field trip planned by some other faculty member. In regard to the first of these issues the committee believes that current policies as stated in Hilltopics and the Undergraduate Catalog adequately address all points, i.e. "Class attendance is the responsibility of the student" (Hilltopics 1999-2000, p. 19), and "It is the prerogative of the individual instructor to set the attendance requirements for a particular class" (UG Catalog 1999-2000, p. 45). However, faculty should be reminded that **attendance policies should be specified in the course syllabus and discussed at the first class meeting.**

In regard to the second issue, Hilltopics (p.19) states that "Learning is more than classroom activity. Thoughtful participation in extracurricular activities of an academic nature is a part of a university education." The committee wholeheartedly agrees with this statement and encourages faculty to be flexible in assisting students to participate in university sponsored activities. On the other hand, faculty who are planning field trips should try to schedule them at a time when the trip does not require students to miss other classes. Where that is not possible, faculty are encouraged to plan field trips well in advance so that students can be informed at the first class meeting about the trip and can make decisions about their ability to participate. The committee also suggests the dissemination of the following information to students (Hilltopics, UG Catalog, Timetable, The Beacon, departmental orientations, or other means).

The University of Tennessee recognizes that activities such as field trips and student participation in team and individual events are an important part of a college education. In order to minimize conflict between participation in such events and requirements of other courses, the student should understand the following:

1. It is your responsibility to attend class,

2. A letter from a teacher about your participation in a field event is a courtesy; it DOES NOT obligate other instructors to "excuse" you from class.

3. You have to evaluate whether you can successfully participate in a field event and satisfy the requirements of your other courses. You may have to make a choice.

4. It is your responsibility to adjust your registration early in the semester should an unresolvable conflict arise between participating in a field event and successfully meeting the requirements of your other courses. Preferably this should be done prior to the drop and add deadline but definitely before the university withdrawal deadline.

To insure all of this happens, you should take the following action:

1. Ask your professors on the first day of class if there are any field activities included in the course which would require you to miss other classes.

2. If so, examine the attendance policies in all of your other classes.

3. If there appears to be a conflict, speak immediately to each professor involved.

4. If conflicts cannot be resolved, make a choice and adjust your registration to resolve the conflict.

Again, keep in mind that attendance and registration are solely your responsibility.

5-17-00 jm

The appropriate use of the grade of "I" should be clarified and its use monitored by the Undergraduate Council.

The *Undergraduate Catalog* says:

> Under extraordinary circumstances and at the discretion of the instructor, and "I" (incomplete) may be assigned to a student whose work is satisfactory but who has not completed a portion of the course. . . . The terms for removal of the "I", including the time limit for removal of the "I", will be decided by the instructor. It is the responsibility of the student receiving an "I" to arrange with the instructor whatever action needed is to remove the grade at the earliest possible date, and in any event, within one year of the assignment of incomplete. The "I" grade does not carry quality points and is not computed in the grade point average. If the "I" grad is not removed within one calendar year or upon graduation, it shall be changed to an "F" and count as a failure in the computation of the grade point average. . . .

There is considerable evidence that the grade of "I" is awarded to some students (athletes and non-athletes) whose work is not satisfactory but who are failing and seek to avoid the penalty of an "F". It is reasonably common for students to be given an "I" and told to sit in the same course the next term, do all of the work satisfactorily and then have the "I" replaced by another grade. This is poor academic practice. It is also possible for students to postpone penalty (loss of eligibility or dismissal) by being given an "I" instead of an "F" and there is some evidence that this happens.

The Oversight Committee recommends that the Undergraduate Policy Committee make the appropriate use of "I's" more explicit by rewriting the Catalog to read:

> The grade of "I" (incomplete) may be awarded when students who have satisfactorily completed most of the work required to receive a grade of "D" or better in a course are unable to complete the course for reasons beyond their control. The award of an "I" is at the discretion of the instructor and should be relatively uncommon. This grade must not be used to allow students to repeat a course without penalty or to avoid the consequences of failing work in a course. . . . The terms for removal of the "I" . . . .

Frequency of use of "Is" should be monitored by the Undergraduate Council.

C. Academic Policy

Using technologies and a variety of delivery modalities to reach students and clients are not new to this University. The Knoxville campus is currently involved in correspondence, videotape and interactive video, technology-mediated courses, and web-based synchronous and asynchronous delivery modes using a spectrum of technologies. However, as technology increasingly permeates and changes the teaching environment, current academic policies and procedures need to be reviewed and changes approved where appropriate to accommodate electronic delivery of courses and programs.

Traditional instruction at UT has been largely a face-to-face, synchronous, classroom educational process. Learning in the online environment should emulate the most powerful elements of classroom teaching. It should be primarily cohort based, not conceptualized as a single student activity; it should be communication based, not self-study with a tutor on call. Personal interaction between faculty and students, a core component of the teaching and learning process, should be facilitated and enhanced by the use of new technologies.

This principle is consistent with the definition of distributed learning provided by the Institute for Academic Technology, University of North Carolina (DEOS-L listserv, 1995, A.W. Bates, *Managing Technological Change*, 2000). " A distributed learning environment is a learner-centered approach to education, which integrates a number of technologies to enable opportunities for activities and interaction in both asynchronous and real-time modes. The model is based on blending a choice of appropriate technologies with aspects of campus-based delivery, open learning systems, and distance education. The approach gives instructors the flexibility to customize learning environments to meet the needs of diverse student populations, while providing both high-quality and cost-effective learning." Distributed learning thus encompasses the full range of technological applications to teaching, from its use as an audiovisual aid in the traditional classroom, through delivery using mixed modalities with classroom presentation, to full offering of a program to remote learners.

Recommendations

1. All traditional academic policies and procedures should be reviewed to determine what changes might be needed to accommodate those in the distributed learning environment. Greater flexibility will be required to extend offerings globally to meet the needs of today's more mobile and time-constrained students. However, the integrity and quality of the program must not be sacrificed in the process.
2. Information literacy should be recognized as a basic skill in the general education program for undergraduate curricula. The increasing importance of information technology in daily life makes it essential that graduates of UT be fluent in information technology, be cognizant of its potential value, and be competent in using it effectively and productively.
3. Course content and curricula should be reviewed to assure that all students graduate with the set of information technology skills and capabilities specific to their areas.
4. Definitions and policies for electronic course categories, and technology and course management requirements should be established. In Appendix II, Task Force recommendations are given for course categories, an online timetable, course time commitment, computer literacy requirements, student computer accounts, hardware/software requirements, examinations for technology enhanced courses, course and program approvals and residence requirement. These proposed policy and procedural statements are submitted for discussion and consideration by the academic deans and the appropriate academic affairs approval bodies.
5. Policies should be established regarding the submission, distribution, archiving and preservation of theses and dissertations in a digital format. Full implementation of the Electronic Theses and Dissertation (ETD) initiative will speed up knowledge sharing as graduate research results become more readily and more completely available.

Appendix II

Information Technology Task Force
Academic Policy Recommendations for Electronic Mediated Courses

In formulation of recommendations regarding academic policies and procedures, the Task Force was guided by principles adapted from the American Council on Education on Distance Learning, April 1997, and the definition of distributed learning provided by the Institute for Academic Technology, University of North Carolina (DEOS-L listserv, 1995, A.W. Bates, *Managing Technological Change*, 2000).

Five Guiding Principles for Distance Learning

- There is no one best instructional delivery and interaction media or method. Media and methods are selected for their contribution to the achievement of the learning outcome in a given situation.
- A true learning community is interactive where participants have the opportunity to engage information, their teacher and their fellow students.
- All learning environments, traditional and virtual, are important to the university and will be cared for.
- A systems approach to instructional design will be modeled.
- Technology is a tool that enables distance and distributed learning to occur.

Distributed Learning

" A distributed learning environment is a learner-centered approach to education, which integrates a number of technologies to enable opportunities for activities and interaction in both asynchronous and real-time modes. The model is based on blending a choice of appropriate technologies with aspects of campus-based delivery, open learning systems, and distance education. The approach gives instructors the flexibility to customize learning environments to meet the needs of diverse student populations, while providing both high-quality and cost-effective learning."

Distribute learning thus encompasses the full range of technological applications to teaching, from its use as an audiovisual aid in the traditional classroom, through delivery using mixed modalities with classroom presentation, to full offering of a program to nonresident, individual learners.

The Task Force submits these statements for electronic courses/categories, technology and course management requirements, and policies for discussion and consideration by the academic deans and the appropriate academic affairs approval bodies.

1. Definitions of Electronic Courses/Categories

Technologies such as World Wide Webs page, threaded discussions, bulletin boards, and e-mail may be integrated in any course offered at UT. Students who enroll in UT classes are expected to have access to computers and the Internet and possess basic skills in e-mail, word processing and web-browsing. Ports are provided on campus in classrooms, labs and residence halls. A limited number of computers are available on campus in labs for student use. Students should be so notified of these expectations and provisions in the University's catalogs and timetables.

Three categories of electronic courses are proposed. These courses should be identified as such in the Master (term) Timetable, a proposed online Timetable, and by category and term from the student service portal, **Circle Park On-line**, www.cpo.utk.edu.

- Technology-Enhanced Course (TE)
- Tennessee Online Course (TN)
- Correspond Online Course (CO)

Technology-Enhanced Course (TE-course)
Technology-enhanced courses (TE-courses) are delivered using a hybrid of modalities. While these courses generally do not require regularly scheduled classroom attendance, residence sessions may be required for examinations or to conduct labs, seminars or provide specialized instruction as appropriate to the course. These courses have highly interactive online learning activities with a cohort group, including discussion, group projects, or other exercises that stimulate critical thinking and concept application. The student will complete the course requirements and keep in touch with the instructor and classmates using a variety of communication modes including, for example, e-mail, interactive compressed video conferencing, videotapes, computer and video conferencing, Internet/World Wide Web resources, printed materials, Postal service, Fax, and telephone.

Course information regarding delivery modality(s), technology and computer competency requirements, weekly online commitments, and scheduled residency or synchronous class sessions will be available via hot-link from the online master (term) Timetable.

These courses have specific start and end dates, generally within the traditional semester framework. The faculty/institution have primary control over the pace of the course. The courses carry the same academic credits as traditional courses offered in a face-to-face format and may be used toward total credit hours for tuition purposes.

Tennessee Online Courses (TN-course)
Tennessee Online courses are those that use web-based components to their course as the principle means of distributing information and creating and managing interaction. Communication and interaction is via e-mail and discussion forums with an instructor and cohort group. Highly interactive online activities are carried out in an asynchronous format, meaning students can log on to, read and post online messages at any time during the defined activity period. Class attendance is not required. These courses generally follow the University calendar and meet the same credit stipulations as on-campus courses.

Correspond Online Course (CO-course)
Students may enroll at any time through the Department of Independent Study for Correspond Online courses. Students begin work on the course and progress through assignments in a self-paced, mode, giving them primary control over the pace, time and location of the course. Though traditionally print-based in format, assignments and courses materials for the self-paced Correspond Online courses may be delivered and submitted via e-mail or the Internet as well as by Fax, Postal or courier service. Final examinations must be taken under supervision at an approved testing site. Program requirements dictate if, or how many, of the self-paced courses are accepted toward the degree. These courses are subject to the same policies as the traditional correspondence courses.

2. Timetables

All Technology-Enhanced and Tennessee Online courses will be designated in the University's master (term) Timetable with an appropriate descriptor (e.g. TE). Students shall be advised to refer to an online master (term) Timetable for course information regarding delivery modality(s) of TE courses, technology and computer competency requirements, weekly online commitments, and scheduled residency or synchronous class sessions, if any. Course information (in standard format) for each Technology-Enhanced course will be available via hot-link from the online master (term) Timetable.

Additionally, a link to a web site with list, by term, of all Technology-Enhanced (TE), Tennessee Online (TN), and Correspond Online (CO) courses will be provided at a common portal, **Circle Park Online**, www.cpo.utk.edu.

3. Definition of Time Commitment

Graduate policies currently require that the number of contact hours should never be fewer than the equivalent of one hour per week during the term for each hour of credit awarded, (i.e. 15 hours per semester hour); for every contact hour, there should be at least two hours of student preparation; and that for each hour of graduate credit under the semester system, there should be a minimum elapsed time of one week. These requirements are designed to allow for substantive and meaningful interaction between the faculty member and student. Contact Hours has traditionally meant that students and instructors were face-to-face at a common geographical site. In the distributed learning environment, this will be replaced by courses requiring a hybrid of delivery styles.

The Task Force recommends defining Time Commitment for Technology-Enhanced and Tennessee Online courses at the graduate and undergraduate level, in place of Contact Hours currently used for traditional face-to-face graduate courses. Further, for a 3-credit hour course, students would be expected to commit at least 9 hours per week in reading, group discussion, and application exercises for an asynchronous electronic course.

4. Computer Literacy Requirements

UT students must be familiar with current technologies and possess basic computer literacy skills in e-mail, word processing and web-browsing. Computer-based diagnostic tests will be available to help students assess competency levels and direct them to appropriate online or face-to-face modular instruction. Computer-based training will be made available by Information Infrastructure to provide the basic skills (such as computing fundamentals, Internet fundamentals, and distance learning techniques) students need to enroll in credit courses at this University. Students will be made aware that faculty teaching these courses will not provide support or help time with topics covered in the fundamental courses (such as using browsers). Computer labs and support will be provided for training faculty and students in the University supported course management software, currently Blackboard's CourseInfo.

5. Computer Accounts

All students must have access to a computer with Internet access, a web browser (variety, version, and configuration as required by course), an e-mail account, and other software necessary to complete course requirements. A limited number of computers are available on campus in labs for student use. All enrolled students are given a student computer account. However, students may designate an alternate e-mail account in the UT online directory.

6. Hardware/Software Requirement

The hardware and software required for a course will be stated in the online timetable and course syllabus. Students registering for classes must have access to the required hardware and software.

Minimum technical requirements for the computer to be useful to students, and supported through Information Infrastructure, will be discussed with students during orientation and published online. Unless otherwise specified, the courses will make use of the University supported course management software, currently Blackboard's CourseInfo, as a collaborative discussion tool, available free to all students and academic teaching staff. Some courses may have specific technical requirements in addition to the minimum indicated.

7. Examinations

Issues regarding the administration and supervision of students during examinations and validation of the student's identity are major issues with point-to-point delivery of courses. Traditional policies, whether written or understood, have typically assumed face-to-face contact when the student is being tested.

If faculty teaching electronic courses choose to give written examinations, students will need access to a proctored examination site, whether on-campus or off. If exams are to be taken off-campus, it is the responsibility of the faculty member to coordinate scheduling with the Department of Distance Education and Independent Study. Students will be responsible for paying any fees required by the proctors. In some cases, the student may be given the

opportunity to propose a proctor for institutional approval. Identification is required for all students taking proctored examinations. Security of examinations is an issue from the time each examination leaves the instructor's hands until it is delivered back to the instructor for grading. As appropriate, faculty may adopt alternative forms of assessment that are more suitable for the flexible learning environment.

8. Approvals

All new courses submitted for approval by academic units to the Undergraduate or Graduate Council for approval must indicate that the instructional techniques are appropriate to the outcomes of each course. Only when a change in delivery modality or format of the course results in a change in the course description, must a request for approval again be submitted to the appropriate Council.

To designate a course approved for undergraduate or graduate credit in the master (term) Timetable as a Technology-Enhanced or Tennessee Online course requires approval of the dean/director of the academic unit. Undergraduate or Graduate Council approval is not required.

All distance learning programs i.e. programs totally delivered at a distance to individual or cohort groups of learners, must be submitted to the Undergraduate or Graduate Council for approval.

9. Residence Requirement

The institutional policy mandating a period of on-campus attendance as a condition of eligibility for a degree may not accommodate students in a distributed learning environment. The UT Knoxville campus currently requires a minimum of two consecutive semesters of residence for the doctoral degree. Residence requirements are designed to assure that the student has ample opportunity for direct access to the campus faculty, facilities and services. With telemediated courses, video conferencing, asynchronous and synchronous web-based modes for allowing student and faculty interactions, and electronic access to library databases and computer resources, the student is no longer required to be physically located at a specific geographical site to have direct access to campus faculty and resources to meet the intent of the residence policy. Graduate School policy should reflect this change.

General Education at UT: A Progress Report



A Presentation to:
the Undergraduate Council
September 21, 2000

Fred Gilliam
Chairman, General Education Committee

Overview

- A Brief General Education History
- The Gen Ed Committee
- General Education Goals
- Curricular Models
- A Tentative Proposal
- Implementation Plan
- Questions & Comments

A Brief General Education History

- UT Was an Early Leader (1980s)
- Current Program Implemented in '89 - '90
  - Significant Strengths
  - Areas for Improvement
- Degree of Compliance Varies
- Earlier Ad Hoc Gen Ed Committees
- A Standing Gen Ed Committee

Standing General Education Committee

Bill Black
Mary Dale Blanton
Ruth Darling
Tom George
Fred Gilliam
John Haas
Suzanne Kurth
Julie Little
Frank Masincupp
Anne Mayhew
Max Robinson
Frank Spicuzza
Cary Staples
Linda Tober
Bill Wade
Bill Woodcock
John Zomchick

General Education Statement of Purpose:

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

General Education Outcomes:

Building Basic Skills
- Acquire Information (Independent research)
- Evaluate Information (Critical analysis)
- Use Information (Communication skills, problem solving)

A Broadened Perspective
- Personal values and perspective
- Sensitivity to cultural diversity

General Education Curricular Models

- **The List**
  - Any two courses in .....
  - Select one of the following approved .....
  - Paired cross-disciplinary courses
- **The Matrix**
- **Requirements are Integrated with Academic Majors**

General Education in Academic Majors

Identify Courses in Catalog that Have / Are:

- **Writing Intensive (W)**
- **Oral Communication Experiences (O)**
- **Quantitative Reasoning Experiences (Q)**
- **Information Technology (C)**

A Tentative Proposal

Area	Courses
Communicating through Writing	3
Communicating Orally	1
Quantitative Reasoning	2
Natural Sciences	2
Arts and Humanities	2
Social Sciences	2
Cultures & Civilizations	1 or 2
Information Technology	1

Implementation Plan

- **General Education Report (November, 2000)**
- **Present Proposal for Review and Comment to**
  - College Faculties
  - Deans
  - Undergraduate Council
- **Evaluate the Proposal for**
  - Academic Merit
  - Feasibility

Implementation Plan (2)

- **Revise / Adjust / Improve**
- **Develop Students Materials**
- **Present to Colleges**
- **Present to Council for Approval**
- **Publish in Catalog**
- **Maintain / Update / Promote**

General Education at UT: A Progress Report

Your
Questions & Comments

CHAPTER NO. 795

HOUSE BILL NO. 2318

By Representatives Kisber, Davidson, Head, Ronnie Cole, McMillan, Hargrove, Rinks, Lois DeBerry, Cooper, John DeBerry, Stulce, Montgomery, David Davis, Brenda Turner, Walker, Buttry, Eckles, Hood, Fitzhugh, Maddox, Baird and Mr. Speaker Naifeh

Substituted for: Senate Bill No. 2572

By Senators Cooper, Womack, Graves, Crowe, Blackburn, Kurita, Burks

AN ACT to amend Tennessee Code Annotated, Title 49, Chapter 7, relative to coordination of credits and graduation requirements among state institutions of higher learning.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-7-202, is amended by adding the following new subsections:

(d) The commission shall establish and ensure that all postsecondary institutions in Tennessee cooperatively provide for an integrated system of postsecondary education. The commission shall guard against inappropriate and unnecessary conflict and duplication by promoting transferability of credits and easy access of information among institutions.

(e) The commission shall develop a university tract program within the University of Tennessee and the Tennessee Board of Regents systems consisting of sixty (60) hours of instruction that can be transferred and applied toward the requirements for a bachelor's degree at the public universities. The tract shall consist of general education courses and pre-major courses as prescribed by the commission. Courses in the university track program shall transfer and apply toward the requirements for graduation with a bachelor's degree at all public universities. Successful completion of the university tract program shall meet the academic requirement for transfer to a public university as a junior. The commission shall direct the Board of Regents and the University of Tennessee Board of Trustees to develop comprehensive plans and requirements for the establishment of track programs for all majors and baccalaureate degree programs and to submit the same to the commission by the fall semester of 2000. By fall semester 2001, the commission shall implement such plans and requirements for all majors and baccalaureate degree programs.

(f) The commission shall have on-going responsibility to update and revise the plans implemented pursuant to subsections (d) and (e) of this section and report to the Joint Education Oversight Committee and the Chairs of the Finance, Ways and Means Committees in both the House of Representatives and the Senate no later than October 1 of each year on the progress made toward full articulation between all public institutions.