In November 2012, the Faculty of the College of Arts and Sciences revised the general education curriculum for undergraduate students matriculating in the Advent 2013 semester and thereafter.

All students are presumed to follow the general distribution requirements published in the College Catalog at the time of their matriculation. Individual students in the graduating classes of 2014, 2015, or 2016 may, however, opt to follow the revised general education curriculum by completing this form.

Instructions
1. Log in to your Banner self-service account.
2. Select the “Student Services” link.
3. Select the “Student Records” link.
4. Select the “Sewanee Online Degree Audit (SODA)” link (make sure you have enabled pop-ups for your browser).
5. After SODA opens, click on the “What-if” tab on the left side of your browser window.
6. From the drop-down boxes, choose the following from the drop-down boxes
   a. Degree = General Education Comparison
7. Click the “Process What-if” button near the top of the page.
8. Print the What-if audit.
9. Complete this form.
10. Take the completed form along with the printed “What-if” audit to your advisor to discuss and secure his or her signature.
11. Return the completed form to the Office of the University Registrar.

Questions
Call the Office of the University Registrar at (931) 598-1731 or send an email to registrar@sewanee.edu.

WITH THE EXCEPTION OF SIGNATURES, PLEASE PRINT LEGIBLY

Student ID _______________ Name ___________________________________________ Anticipated Year of Graduation __________

I opt to complete the revised general education program described on the reverse side. I understand that I am responsible for reviewing my online degree audit and completing all requirements for the degree prior to graduation.

Student signature ___________________________________________ Date __________

Advisor name ______________________________________________ Date __________

Advisor’s signature _________________________________________ Date __________

For Office Use Only
Date Processed: ________________________
Initials: ___________________________________
General Education Requirements for Bachelor of Arts and Bachelor of Science Degrees, Revised November 2012

The overarching goals of Sewanee’s General Education Program and our broader curriculum are congruent with the University’s mission of encouraging students to grow in character as well as intellect. Sewanee trains students to be citizens prepared for a lifetime of leadership and compassionate service and provides opportunities in their classes and on this campus to take responsibility for their own lives and the lives of peers. Students are challenged to cooperate and collaborate, to engage in civil dialogue, and to analyze complex problems and produce creative solutions. The thoughtful engagement of students in coursework and other learning endeavors, on campus, and beyond, builds the foundation for their active citizenship and for lives of personal fulfillment involving commitment to service, achievement, and a reverent concern for the world.

Sewanee’s General Education Curriculum encourages intellectual curiosity and exposure to significant traditions and ways of seeing the world that our disciplines and interdisciplinary programs present. The six fundamental learning objectives, the foundational writing-intensive course, and two physical education courses will typically be completed in the first two years; the upper-level writing intensive course will ordinarily be taken during the last two years.

Learning Objective 1. Reading Closely: Literary Analysis and Interpretation (one course with attribute G1).

The ability to read closely provides a foundation for informed and reflective critical analysis that is fundamental to lifelong learning and literary experiences of lasting value. Instruction in reading closely equips students to pay careful attention to the constitutive details and stylistic concerns of significant works of literature so as to arrive at a meaning that can be defended with confidence. In addition to promoting responsible ways of taking a literary work of consequence on its own terms, courses satisfying this requirement enable students to become proficient at identifying, interpreting, and analyzing new ideas, perennial topics, universal themes, and vivid descriptions of sensory and internal experiences.

Learning Objective 2. Understanding the Arts: Creativity, Performance, and Interpretation (one course with attribute G2).

The need to create, experience, and comprehend art is a defining human activity. Learning in the arts fosters aesthetic development, self-discipline, imaginative insights, and the ability to make connections between seemingly disparate ideas and issues. Many courses will provide insight into the discipline, craft, and creative processes that go into making a work of art, while others focus on analyzing and interpreting the products of that artistic creativity. Developing the ability to think in intuitive, non-verbal, aural, or visual realms enhances creativity, and provides students a way to address problems that do not have conventional solutions.


The quest to answer fundamental questions of human existence has always been central to living the examined life. Through this learning objective, students examine how people in diverse times and places have addressed basic human questions about the meaning of life, the source of moral value, the nature of reality and possibility of transcendence, and to what or whom persons owe their ultimate allegiance. Courses that explore texts and traditions dedicated to philosophical questions and ethical inquiry, or that examine religious belief and practice as a pervasive expression of human culture, encourage students to develop a deeper understanding of what it means to be human.

Learning Objective 4. Exploring Past and Present: Perspectives on Societies and Cultures (two courses with attribute G4).

Curiosity about society and its institutions is central to the engaged life. In addition, informed citizens should have an understanding of individual and collective behavior in the past and present. To address the challenges facing the world today, citizens must understand how these challenges arise and the roles that individuals, communities, countries, and international organizations play in addressing them. Learning how to pose appropriate questions, how to read and interpret historical documents, and how to use methods of analysis to study social interaction prepares students to comprehend the dynamics within and among societies. These skills enable students to examine the world around them and to make historically, theoretically, and empirically informed judgments about social phenomena.

Learning Objective 5. Observing, Experimenting, and Modeling: The Scientific and Quantitative View (three courses: one with attribute G5; one with attribute GSO; and a third with attribute G5, GSE, or GSO).

The study of the natural world through careful observation, construction and testing of hypotheses, and the design and implementation of reproducible experiments is a key aspect of human experience. Scientific literacy and the ability to assess the validity of scientific claims are critical components of an educated and informed life. Scientific and quantitative courses develop students’ ability to use close observation and interpret empirical data to better understand processes in the natural world. As they create models to explain observable phenomena, students develop their abilities to reason both deductively and inductively.

Learning Objective 6. Comprehending Cross-Culturally: Language and Global Studies (one or two courses: one course with attribute G6; or one course in foreign language numbered 203 together with a second course in a related culture with attribute G6XX).

The cross-cultural comprehension requirement at Sewanee helps to prepare students for full citizenship in our global society. Upon completion of this requirement, students will have developed a range of communicative strategies in a foreign language, recognition of another cultural perspective, and the capacity for informed engagement with another culture. These skills lead students to understand a variety of texts: oral, visual, and written. Students practice writing, public speaking, conversing, critical thinking, and textual analysis. Success in a foreign language gives students knowledge that they can apply broadly to academic and non-academic settings. The study of at least a second language is and always has been a hallmark of liberal arts education, providing not just access to the thought and expression of a foreign mentality and culture, but also a useful way to reflect on one’s own mentality, language, and culture.

Foundational Writing-Intensive Course (one course with attribute GFWI completed by the end of the sophomore year).

Typically taken during the freshman year, this course aims to provide extensive training and practice in expository writing. Although the course may be offered through any department or program, the craft of writing will be its principal purpose. With a steady classroom focus on writing style and techniques for about three weeks of the fourteen-week term, students are expected to write at least six short papers, some of which are revised in consultation with the instructor. This foundational course includes not only training in argumentation, organization, and style, but also a systematic review of technical matters such as grammar, punctuation, and usage.

Upper-level Writing-Intensive Course (one course with attribute GMWI for each major).

Upper-Level Writing Intensive courses are offered in the student’s major as part of the major requirement. Such courses aim to sharpen the student’s skills through frequent writing assignments. They may include conferences with the instructor and should include assignments to revise written work and some time spent in classroom, group-engaged attention to the writing process. The second writing-intensive course or its college-approved equivalent (in the major) should also expose students to conventions of writing and research expected in a given discipline. Sewanee graduates are thus trained to express themselves with clarity and precision.

Physical Education and Wellness (two courses: one completed by the end of the freshman year and the second by the end of the sophomore year).

As the Greeks and Romans understood, healthy bodies and minds are closely connected and need to be cultivated together. Students are expected to take these courses in order to learn about the proper care of the body, the value of regular exercise, or to obtain an appreciation of individual and team sports.