

**Brief Description of GCSU Areas of Emphasis
for
Proposed New General Education Curriculum**

Multiple Exposures to Liberal Arts Emphases

Lower- or upper- level courses can qualify as providing exposures in up to 2 liberal arts emphases. Students will track their exposure to the GC&SU liberal arts emphases on a check sheet (an example is provided later in this document; this tracking should be automated electronically and accessible to students and advisors). Courses that have qualified as fulfilling a particular liberal arts emphasis (or emphases) will be coded as such in Banner and in the Catalog.

To qualify as fulfilling an exposure, courses will be approved by a general education curriculum committee that will function as an administrative committee off the University Senate. This committee will consult with faculty representatives from the discipline(s) related to the emphasis, and make their decisions according to criteria based on course outcomes, topics, means of assessment, and grading rubrics. Courses with emphases on multiple outcomes will likely be attractive to students fulfilling the requirements. However, since some courses may not accommodate integration of other emphases, the model allows for single-emphasis courses also. This General Education Check Sheet will enable students to track their exposure to the liberal arts emphases.

Emphasis: Writing and Speaking – WS

Courses designated as "WS" will emphasize writing and speaking skills as tools for understanding and using the course content.

Shared outcomes of Writing and Speaking Courses

Upon completion of this area, students will have the ability to:

1. demonstrate knowledge of the subject they choose for the writing or speaking assignment.
2. demonstrate an awareness of the audience.
3. employ organization appropriate to the purpose and to the interaction between the writer and reader or speaker and audience.
4. demonstrate control of sentence structure and appropriate word choice.

Writing

Upon completion of this area, students will have ability to:

1. communicate clearly in written English, demonstrating their comprehension, analysis and critical interrogation of a variety of written texts.
2. use punctuation to establish and clarify meaning.

3. demonstrate style, personal voice, and coherence as a communicator.
4. use description, analysis, and synthesis of data, ideas or information appropriate to the purpose.

Speaking:

Upon completion of this area, students will have ability to

1. communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.
2. demonstrate vocal delivery which encourages listening.
3. employ physical presentation and use of body appropriate to the speaking situation.
4. understand and demonstrate skill in listening and extracting information and meaning from oral communication.

Suggested structure requirements for the writing and speaking courses:

1. The course shall emphasize the connection between effective speaking, writing, and enhanced reading ability and the ways in which these skills foster deep learning. In other words, students should be exposed to techniques such as "writing and speaking to learn" in conjunction with critical reading skills.
2. Speaking, reading, and writing assignments shall be linked to enhance student understanding of the connection between these skills.
3. Instructors should build into course design time for rehearsal, revision, and consultation on writing and speaking assignments. Instructors should provide for one on one consultation with students, consultation in the writing and/or speaking center, and peer evaluation.

Emphasis: Global and Diversity – GD

Courses designated as "GD" will provide students with the opportunity to develop skills and knowledge that will enable them to be informed citizens in any globally and culturally complex society. Ideally, these courses will encompass both global issues and issues related to diversity (racial, ethnic, gender, sexuality, religion, nationality, etc), but courses that focus on either global issues or diversity may also carry this designation.

Global awareness *is the recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, sociocultural groups, and individuals across the globe.*

(<http://www.ncrel.org/engage/skills/global.htm>)

Multicultural literacy *is the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others.* <http://www.ncrel.org/engage/skills/cultlit.htm>

Upon completion of this area, students will have ability to:

1. identify diverse responses of the peoples, cultures, societies, and groups to historic and/or contemporary global economic, historical, political, social, cultural, religious, linguistic, technological, educational, ethical, and/or environmental issues.
2. identify and evaluate different interpretations of the term “globalization.”
3. analyze the ways that factors such as race, ethnicity, gender, sexual orientation, class, age, ability, and/or religious affiliation have shaped people’s identity formation, social relationships, construction of knowledge systems, and/or human decision making, especially with regard to their own cultural biases.
4. identify historic and/or contemporary contributions that diverse cultures, groups, and individuals have made to local, state, national, and global societies, including at least one culture outside of the United States or one minority culture within the United States.
5. identify diverse methods for locating, evaluating, and applying information concerning at least one culture outside the U.S. or one minority culture in the U.S.

Emphasis: Information Literacy and Technology – IT

Courses designated as “IT” will develop skills in using technology as a tool for retrieving, organizing, interpreting, and applying information.. IT courses will develop information literacy: the ability to evaluate information and its sources

Upon completion of this area, students will have ability to:

1. choose and apply technological tools appropriate to the task.
2. evaluate information and its sources.
3. assess the quality of information, form logical conclusions from information gathered, and communicate that information in an appropriate and fluent way.
4. interpret and present the results using the appropriate discourse and format for the discipline or the topic of analysis.

Emphasis: Aesthetics – AE

Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression.

Upon completion of this area, students will have ability to:

- define basic elements of artistic design, form or technique and explain the role of the art form under study in the creation of meaning.
- analyze the roll of emotional, cultural, psychological, physiological and cognitive influences of the art form under study.
- analyze the arts from the viewpoint of various aesthetic schools.

Emphasis: Quantitative and Analytical – QA

Courses designated as “QA” will develop the student’s quantitative, analytic, and logical reasoning skills and literacy beyond the required general education math course.

Upon completion of this area, students will have ability to:

1. model situations and solve problems from a variety of settings in generalized mathematical forms,
2. express and interpret mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic form, and to shift among these different modes when solving problems,
3. solve multiple-step problems through different (inductive, deductive, and symbolic) modes of reasoning,
4. use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations,
5. extract quantitative data from a given situation, translate the data into information in various modes, evaluate the information, abstract essential information, make logical deductions, and arrive at reasonable conclusions,
6. evaluate the impact of mathematics on the sciences, society, and on one’s personal life.

Emphasis: Health – HE

Courses designated as “HE” will develop health literacy. Health combines physical, mental (intellectual), social and emotional factors that enables one to live to his or her optimal capabilities. *Health literacy* is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services to make appropriate health decisions” (Healthy People 2010, U.S. Department of Education).

Upon completion of this area, students will have ability to:

1. demonstrate the knowledge and understanding of health concepts and processes required for functioning in a pluralistic society;
2. ask, find, or determine answers to health-related questions derived from everyday experiences. Have the ability to describe, explain and predict health behavior using appropriate theories and models;
3. make appropriate behavioral choices regarding personal health based on an understanding and application of current health information;
4. read with understanding articles about health in the popular press and engage in social conversation about the validity of the information;

5. identify health issues underlying international, national and local decisions and express positions that are based on an understanding of the scholarly health literature;
6. evaluate the quality of health information on the basis of its source and the methods used to generate it;
7. pose and evaluate arguments about pertinent health issues based on evidence and make appropriate conclusions from such arguments.

Emphasis: Citizenship and Ethics—CE

Courses designated as “CE” will develop in students an understanding of the connection between citizenship and ethics, emphasizing society’s need for responsible engaged citizens. This emphasis may occur in theoretical study or it may take a more experiential form.

Upon completion of this area, students will have ability to:

1. explore civic principles, their practical applications and consequences.
2. examine multiple ethical theories to understand how values systems affect ethical behavior
3. apply ethical values and critical thinking to explore the challenge of forming ethical positions on real issues affecting society--historic or contemporary, either foreign or domestic.
4. develop their understanding of the connection between ethics and citizenship

**Georgia College & State University
General Education Check Sheet**

Course	Semester Taken	Credits	Grade	Emphases**
First-Year Cluster (ENGL 1100 clustered with 1 st -year seminar)				
_____	_____	_____	_____	_____
(Clustered seminar (content course); this course can be used as a general education requirement below or any major or elective requirement)				
Second-Year Seminar (3 credits, IDST 2100)				
_____	_____	_____	_____	_____
Mathematics (3 credits; see approved course list)				
_____	_____	_____	_____	_____
Natural Sciences (8 credits—courses with accompanying lab; see approved course list)				
_____ / _____	_____	_____ / _____	_____ / _____	_____
_____ / _____	_____	_____ / _____	_____ / _____	_____
Social Sciences (9 credits, different prefixes; see approved course list)				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Fine Arts (3 credits; see approved course list)				
_____	_____	_____	_____	_____
Humanities (6 credits, different prefixes; see approved course list)				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Foreign Language and Culture (3 credits; see approved course list)				
_____	_____	_____	_____	_____
Elective (3 credits—any approved general education course or prerequisite MATH course; see approved course list)				
_____	_____	_____	_____	_____

Students must have at least 10 exposures to the following emphases with *a minimum of one* but not more than 3 courses in each emphasis, met through general education, electives or major courses (EXCEPTIONS: First-year cluster courses and the second year seminar CANNOT satisfy the WS or IT emphases and the required MATH course CANNOT satisfy the QA emphasis**).

Emphasis	Course meeting emphasis
1. Writing and Speaking – WS	
2. Information Literacy and Technology – IT	
3. Quantitative and Analytical – QA	
4. Civic and Ethics—CE	
5. Global and Diversity – GD	
6. Aesthetics – AE	
7. Health – HE	
8. choice: WS, IT, QA, CE, GD, AE or HE	
9. choice: WS, IT, QA, CE, GD, AE or HE	
10. choice: WS, IT, QA, CE, GD, AE or HE	

Transferability Issues

The model Georgia College proposes corresponds to, but does not map perfectly to Areas A-E of the existing core curriculum. Area F is major-specific, and we are not proposing any modification in Area F, the major courses. However, the proposal contains 42 hours as does the USG core. This table shows the relationship of the proposed curriculum to Areas A-E. In most respects, each component of the proposed requirement at Georgia College corresponds to an existing requirement in the USG core. There are some exceptions, as noted in the chart below.

If the USG approved this model, Georgia College would continue to accept transfer credit in the same way we currently do. Georgia College students who transfer to other schools would use our articulation table to work with the receiving school to get credit.

	USG Gen Ed	Credits	GCSU Proposed	Credits
Area A	English Composition I	3	ENGL 1100	4
	English Composition II	3	IDST 2100 Second Year Seminar*	3
	Mathematics	3	General Education Elective** (MATH or any approved Gen Ed Course)	3
Area B	Institutional Options	4-5	Foreign Language and Culture	3***
Area C	Humanities/ Fine Arts	6	Humanities	3
			Fine Arts	3
Area D	Natural Sciences	7-8	2 Laboratory Science Courses	8
	Additional Math, Science or Technology	3	Mathematics	3
Area E	Social Sciences	12	Social Sciences	9
			Humanities****	3
TOTAL		42		42

* The second-year seminar is writing and speaking intensive and its objectives are at or above those requirements for English Composition II.

**Most students will need to take two math courses. One will be in an "Area A" requirement (the General Education elective)

***The additional credit to bring this area to 4 credits is in Area A; ENGL 1100.

****USG Area E is 12 credits including history; the proposed plan suggests that history will transfer out of GCSU as USG Area E, but will transfer into GCSU as an Area E humanities.