

# GENERAL EDUCATION CURRICULUM

## Academic Affairs Policy Statement No. 14

### 1. References

- a. Statutes of the University of Georgia, Article IV, Section 2.
- b. Bylaws of the University Council of the University of Georgia, Section IIIB4.
- c. Principles of Accreditation: Foundations for Quality Enhancement, Section 2.7.3  
Commission on Colleges, Southern Association of Colleges and Schools
- d. Task Force on General Education and Student Learning, 2005.

### 2. Definition

General education at the University of Georgia should result in students who are engaged, discerning, independent, and intentional learners. Graduates should recognize how knowledge is constructed in each area of inquiry rather than cover a static body of facts.

### 3. University of Georgia General Education Curriculum

The general education curriculum provides the foundation for future studies by introducing students to a liberal education and providing instruction which engages both student intellect and curiosity. The University of Georgia's general education curriculum should empower the student to participate in debate and advocacy of issues critical to community, state, and nation.

#### **I. Foundation Courses (9 hours)**

Foundation courses for the general education curriculum will be characterized by verbal and quantitative competencies required in the following courses as specified by the University System Board of Regents policy:

English Composition I  
English Composition II  
Mathematical Modeling

The following more advanced mathematical courses may be required for certain majors:

Precalculus  
Analytic Geometry and Calculus and Differential Calculus Laboratory  
Calculus I for Science and Engineering

#### **II. Sciences (7-8 hours)**

Scientific reasoning will be characterized by knowledge and application competencies in scientific method, laboratory techniques, mathematical principles, and experimental design to natural phenomena. Study of the Sciences will ensure that students gain an understanding of the natural, scientific and technologically-oriented world of which they are a part, and that they be able to engage critically and ethically with future scientific innovation.

At least one of the physical science or life science courses must include a laboratory.

*Physical Sciences (3-4 hours)*

- Ability to understand basic scientific principles, theories, and laws as they apply to scientific disciplines
- Ability to discern the role in and impact of science on society, and to identify and properly use appropriate technologies for scientific inquiry and communication, including collecting and analyzing scientific data
- Ability to understand the physical universe and science's relationship to it, and to understand the scope and limits on the appropriateness of scientific inquiry to physical phenomena

*Life Sciences (3-4 hours)*

- Ability to understand basic scientific principles, theories, and laws as they apply to scientific disciplines
- Ability to discern the role in and impact of science on society, and to identify and properly use appropriate technologies for scientific inquiry and communication, including collecting and analyzing scientific data
- Ability to understand how living systems function and the relationship amongst living organisms in the environment, and to apply societal ethics to scientific inquiry in the life sciences

**III. Quantitative Reasoning (3-4 hours)**

Quantitative reasoning and mathematics will be characterized by knowledge and application competencies in logic, critical evaluation, analysis, synthesis, generalization, modeling, and verbal, numeric, graphical, and symbolic problem solving. Study of Quantitative Reasoning will ensure that students gain an understanding of the world from multiple viewpoints, and that they be able to pursue critical analyses and argumentation to logical conclusions.

- Ability to model situations from a variety of settings in generalized mathematical forms
- Ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic form while solving a variety of problems
- Ability to solve multiple-step problems through different modes of reasoning (inductive, deductive, and symbolic)
- Ability to properly use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations
- Ability to shift among the verbal, numeric, graphical, and symbolic modes of considering relationships
- Ability to 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
- Ability to employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe
- Ability to discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life

#### **IV. World Languages and Culture, Humanities and the Arts (12 hours)**

World Languages, Culture, Literature, and the Arts will be characterized by an understanding and appreciation of the world from different linguistic, cultural, literary, and aesthetic perspectives. Participation in Language Communities, Practicum in Service Learning, and Study Abroad Programs are highly desirable components of the learning process that will enable students to communicate successfully in an increasingly cosmopolitan society, and to engage successfully and competently with a globally connected society.

##### *World Languages and Culture (9 hours)*

- Ability to appreciate and respect commonality and diversity among people and cultures
- Ability to better understand one's own culture through the study of world cultures and different critical perspectives
- Ability to contribute to the well-being of a globally connected society
- Ability to apply linguistic skills and cultural knowledge acquired in the classroom to real-life situations
- Ability to understand that learning, especially language learning, is not a finite process, but a life-long commitment
- Ability to appreciate and pursue the common good over self-interest

##### *Humanities and the Arts (3 hours)*

- Ability to recognize the aesthetic qualities of literature and the arts as valid and meaningful expressions of the human experience
- Ability to discern the impact and role of artistic and literary production and achievement upon the formation and development of world societies
- Ability to discern the impact and role of literature and the arts upon our understanding of the human condition
- Ability to communicate with others in English, both verbally and nonverbally, in an articulate, clear, and coherent manner
- Ability to analyze and explore rhetorical, ethical, and systematic methods of inquiry

#### **V. Social Sciences (9 hours)**

Social Sciences will be characterized by knowledge and application competencies in such academic disciplines as Psychology, History, Sociology, Political Science, Economics, and other areas. Study of the Social Sciences will ensure that students gain an awareness and understanding of the complex, dynamic nature of the social, political, institutional, and economic systems that drive a culturally diverse and globally connected world.

- Ability to relate local, national, and global social policy
- Ability to identify and analyze both contemporary and historical perspectives on contemporary issues
- Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups
- Ability to relate the contributions of groups and individuals to the history of ideas and belief systems
- Ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change

#### **4. Procedures**

- a. Matters related to objectives, goals, requirements, and general education are the responsibility of the University Council Curriculum Committee. Council consideration of these matters should follow consideration and recommendation by the Committee.
- b. The University Council Curriculum Committee will review proposals of courses from the faculties of the University which they view as appropriate for meeting the general education objectives.
- c. Courses recommended by the Committee for the inclusion in the general education curriculum of the University shall be forwarded through the Provost for approval by the University System of Georgia Council on General Education. Courses approved for inclusion in the general education curriculum will be reviewed by the University Curriculum Committee on a regular basis to ascertain their continued relevance to the general education outcomes.

## Inventory of Courses – General Education Abilities

In response to the Report of the Task Force on General Education and Student Learning, the University Curriculum Committee is compiling an inventory of all approved undergraduate courses that include one or more of the following abilities: moral reasoning, critical thinking, speech communication, writing, and computer literacy. (These abilities are referred to on page 7 of the report.) The learning outcomes included below were derived from general education learning outcomes established by the University System of Georgia. Once this inventory has been compiled, the committee will consider which of these abilities should be a required component of general education at the University of Georgia.

The following form is provided for this process. Many of the approved courses offered at the University of Georgia will not include learning outcomes that satisfy the General Education Abilities. If that is the case for the course you select, please select NONE at the bottom of the page.

### **Inventory of General Education Abilities Course Form**

**Course ID:** \_\_\_\_\_  
(may include 1000-, 2000-, 3000-, 4000-, and 5000-level courses)

**Course Title:** \_\_\_\_\_

Please indicate below if this course satisfies the general education learning outcomes for one or more of the following areas. A minimum of three outcomes in an area must be selected for the course to satisfy this general education ability. Evidence of the selected learning outcomes must appear in the course objectives and topical outline for the course.

#### **Communicate effectively through writing**

Please select a minimum of three learning outcomes from the list below:

- Assimilate, analyze, and present in written forms, a body of information
- Adapt writing to circumstances and audience
- Interpret content of written materials on related topics from various disciplines
- Compose effective written materials for various academic and professional contexts
- Produce writing that is stylistically appropriate and mature

#### **Communicate effectively through speech**

Please select a minimum of three learning outcomes from the list below:

- Assimilate, analyze, and present in oral forms, a body of information
- Adapt communication to circumstances and audience
- Communicate in various modes and media, including the proper use of appropriate technology
- Produce communication that is stylistically appropriate and mature
- Communicate for academic and professional contexts

### **Computer Literacy**

Please select a minimum of three learning outcomes from the list below:

- Use word processing software
- Use specialized computer software (such as, CAD, GIS)
- Use a spreadsheet application
- Use a database application
- Use presentation software
- Use the web
- Use E-mail and use OASIS

### **Critical Thinking**

**(Engage in complex thought, analysis, and reasoning)**

Please select a minimum of three learning outcomes from the list below:

- Consider and engage opposing points of view
- Communicate for academic and professional contexts
- Support a consistent purpose and point of view
- Assimilate, analyze, and present a body of information
- Analyze arguments
- Interpret inferences and develop subtleties of symbolic and indirect discourse

### **Moral Reasoning (Ethics)**

Develop an understanding of the ethics theory related to decision-making, and develop an understanding of the basis of ethical principles, codes, and standards of conduct.

Please select a minimum of three learning outcomes from the list below:

- Recognize the community and the greater common good in addition to individual needs and goals
- Contribute to the eradication of stereotypes and prejudices that exist in society, either in crude forms or in more sophisticated and sometimes pseudo-scientific ones
- Judge and understand ethical behavior in social applications
- Apply societal ethics to scientific inquiry
- Use ethical models to make decisions

### **None**

- This course does not include the learning outcomes necessary to satisfy any of the areas listed above.

Faculty Member: \_\_\_\_\_

Department Head: \_\_\_\_\_

Department: \_\_\_\_\_ Date: \_\_\_\_\_