The University of Georgia

University Council
Athens, Georgia 30602

October 10, 2014

UNIVERSITY CURRICULUM COMMITTEE – 2014-2015
Dr. William K. Vencill, Chair
Agricultural and Environmental Sciences - Dr. Robert B. Beckstead
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Dr. Rodney Mauricio (Sciences)
Business - Dr. Myra L. Moore
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Education - Dr. Seock-Ho Kim
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Family and Consumer Sciences - Dr. Silvia Giraudo
Forestry and Natural Resources - Dr. W. Dale Green
Journalism and Mass Communication - Dr. Alison F. Alexander
Law - Ms. Elizabeth Weeks Leonard
Pharmacy - Dr. Cory Momany
Public and International Affairs - Dr. Robert Grafstein
Public Health - Dr. Katie D. Hein
Social Work - Dr. Kristina Jaskyte
Veterinary Medicine - Dr. Scott A. Brown
Graduate School - Dr. Timothy L. Foutz
Ex-Officio - Provost Pamela S. Whitten
Undergraduate Student Representative - Mr. William Heaton
Graduate Student Representative - Ms. Lauren E. Mullenbach

Dear Colleagues:

The attached proposal to revise the Academic Affairs Policy Statement No. 14, General Education Curriculum, will be an agenda item for the October 17, 2014, Full University Curriculum Committee meeting. The original revision was discussed at the April 30, 2014, UCC meeting and was sent to schools and colleges. This revision includes input from the committee members and the schools and colleges.

Sincerely,

William K. Vencill

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Laura D. Jolly

Revised Policy – Clean Copy

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, 2004

2. Goals

The University of Georgia's overarching educational goal is to educate our students to be critical thinkers and intentional learners and to become intellectually engaged, discerning, and independent. Students should acquire the tools, skills, and knowledge to continue learning throughout their lives. Given the complexity and uncertainty of the future, we affirm that a general education is the foundation for learning.

3. University of Georgia General Education Curriculum

The focus of a general education at the University of Georgia should be the development of broad knowledge that can be brought to bear in novel and changing circumstances. The curriculum should provide the foundation for future studies by giving students a substantive introduction to broad and important areas of academic inquiry. General education should engage the student's 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)

- Use the scientific method and theories to analyze questions in the physical and natural world
- Identify and properly use appropriate technologies for scientific inquiry and communication, including collecting and analyzing scientific data to generate evidence-based conclusions
- Understand how knowledge is constructed in the physical sciences and know how to locate reliable sources of scientific evidence to construct arguments related to real-world issues
- Discern the role in and impact of science on society and be able to apply societal ethics to inquiries in the physical sciences
- Understand the interplay between mathematical modeling, experimentation, observation of the natural world, and computer simulation in:
    - building and testing theories to explain physical phenomena, and
    - analyzing the physical behavior of specific systems
- Develop sufficient mastery of concepts, theories, and the scientific method to assess the reasonableness of statements made about physical systems and phenomena
- Develop sufficient mastery of measurement, estimation, and scientific units to assess the reasonableness of quantitative assertions made about physical systems and phenomena

Life Sciences (3-4 hours)

- Understand how living systems' growth and behavior are regulated through the genetic information, how biological systems grow and change, how they function in their environment and evolve over time
- Use the scientific method and theories to analyze questions in biological systems and the natural world
- Identify and properly use appropriate technologies for scientific inquiry and communication, including collecting and analyzing scientific data to generate evidence-based conclusions
- Understand how knowledge is constructed in the life sciences and know how to locate reliable sources of scientific evidence to construct arguments related to real-world issues
- Discern the role in and impact of science on society and be able to apply societal ethics to inquiries 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, empirical approaches, 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.

- Express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic form while solving a variety of problems

- Model situations from a variety of settings in generalized mathematical forms
- Solve multiple-step problems through different modes of reasoning (inductive, deductive, and symbolic)
- Evaluate, analyze, and synthesize information in problem-solving situations
- Shift among the verbal, numeric, graphical, and symbolic modes of considering relationships
- 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
- Employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe
- Discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life
- Understand and be able to communicate the strengths and limitations of empirical/quantitative approaches to problem-solving

IV. World Languages and Global Culture, Humanities and the Arts (12 hours)
World Languages and Global Culture will be characterized by an understanding and appreciation of the world from different linguistic, cultural, literary, and aesthetic perspectives. Humanities and the Arts will be characterized by an exploration and appreciation of the ways people document and understand the human experience through literature, philosophy, religion, architecture, and the visual and performing arts.

World Languages and Global Culture (9 hours)
- Understand peoples, cultures, and languages outside of the U.S.
- Appreciate and respect commonality and differences among people and cultures
- Understand one's own culture through the study of world cultures and different critical perspectives
- Analyze global issues through inquiry and inform themselves about the historical, geographical, cultural, political, economic, scientific, and religious contexts within which these issues must be understood
- Contribute to the well-being of a globally connected society
- Evaluate the impact of global issues on their own lives
- Apply global learning into ethical and reflective practice, mindful of the consequences of their actions in a locally diverse and globally heterogeneous community

Humanities and the Arts (3 hours)
- Describe, understand, and interpret literary, humanistic, and artistic works and their contexts
- Critique and interpret literary, humanistic, and artistic works
- Recognize the aesthetic qualities of the written and spoken word and the arts as expressions of the human experience
- Analyze the impact and role of artistic and literary production and achievement upon the formation and development of human societies
- Analyze the impact and role of the written and spoken word and the arts upon our understanding of the human condition
- Ability to communicate with others, both verbally and nonverbally, in an articulate, clear, and coherent manner

V. Social Sciences (9 hours)
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.

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- Evaluate and understand local, national, and/or global social policy
- Identify and analyze both contemporary and historical perspectives on societal issues
- Articulate the complexity of human behavior as functions of the commonality and diversity within groups
- Relate the contributions of groups and individuals to the history of ideas and belief systems
- 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.

Current Policy

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
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.

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