



The University of Georgia®

University Council
Athens, Georgia 30602

August 18, 2010

UNIVERSITY CURRICULUM COMMITTEE – 2010-2011

Mr. David E. Shipley, Chair

Agricultural and Environmental Sciences - Dr. T. Dean Pringle

Arts and Sciences - Dr. Roxanne Eberle (Arts)

Dr. Rodney Mauricio (Sciences)

Business - Dr. James S. Linck

Ecology - Dr. James W. Porter

Education - Dr. Yvette Q. Getch

Environment and Design - Mr. Scott S. Weinberg

Family and Consumer Sciences - Dr. Jan M. Hathcote

Forestry and Natural Resources - Dr. Sarah F. Covert

Journalism and Mass Communication - Dr. Wendy A. Macias

Law – No representative

Pharmacy - Dr. Keith N. Herist

Public and International Affairs - Dr. Jerome S. Legge

Public Health – Dr. Marsha M. Black

Social Work - Dr. Stacey R. Kolomer

Veterinary Medicine - Dr. K. Paige Carmichael

Graduate School - Dr. Malcolm R. Adams

Undergraduate Student Representative – No representative

Graduate Student Representative – No representative

Dear Colleagues:

The attached proposal for QEP First-Year Odyssey Seminar includes the following:
Memo from Rodney Mauricio, Chair, QEP Committee: Associate Professor of Genetics
Proposal for a new undergraduate requirement
Proposal for a new prefix: FYOS, First-Year Odyssey Seminar
Proposal for a new course: FYOS 1001
Sample First-Year Odyssey Seminars

These will be discussion items for the August 25, 2010, Full University Curriculum Committee meeting.

Sincerely,



David E. Shipley, Chair
University Curriculum Committee

cc: Professor Jere W. Morehead
Dr. Laura D. Jolly

To: University Curriculum Committee

From: Rodney Mauricio, Chair, QEP Committee; Associate Professor of Genetics

Date: August 17, 2010

Re: SACS Reaffirmation of Accreditation; Quality Enhancement Plan

As many of you know, a large committee of faculty, administrators, staff and students (39 persons in total) has been working through an extensive grass-roots process for more than 2 years to develop UGA's Quality Enhancement Plan (QEP), a mandatory and critical new requirement for SACS reaffirmation of accreditation. The primary aim of the QEP is to construct an initiative that improves undergraduate student learning on our campus.

Our new QEP focuses on developing a 1 credit *academic* seminar, called the "First-Year Odyssey" (FYO). We believe that the scale of engaging each of almost 5,000 first-year undergraduates in an academically, institutionally, and personally rich experience has the potential to transform our campus. Students will share a common academic experience with a tenure-track faculty member in the very first semester of residence.

The broader goal of the FYO seminar is to immediately engage each first-year undergraduate student in a culture of academic rigor, investigating the instructional, research, public service, and international missions that define the University of Georgia. By introducing every incoming undergraduate to the core missions of our university, we believe that students will come to a deeper appreciation for the critical importance of the research, land-grant, university. This goal has deep implications for institutions like ours.

As a member of UCC and chair of the QEP committee, I have provided updates of the progress of the QEP through its development over the past 2 years to UCC, as well as University Council. The Leadership Committee (President Adams, senior administrators and faculty) has been involved at each step of the development of the QEP and, on July 20, 2010, approved the QEP.

Although the full report is not yet complete, the essential academic elements of the QEP are ready to be considered formally through the university governance process. The Leadership Committee has charged the Office of the Vice President for Instruction with implementing the QEP. This proposal is being submitted to UCC for discussion at its August 25, 2010 meeting. At that meeting, we can discuss the proposal in full and decide to vote to move it on to full Council or to defer a vote until our September meeting.

As you can see, this proposal is focused on the essential academic elements of implementing our QEP: a new course prefix (FYOS), a new course (FYOS 1001) and a requirement that all incoming first-year undergraduate students (transfers exempted) successfully complete one FYO seminar before the end of their first year in residency.

The QEP represents an enormous amount of work by a large and diverse group over a long period. At all stages of its development, input was sought broadly from the university community. If you have any questions or concerns about this proposal or the QEP as a whole, please feel free to contact me (mauricio@uga.edu) at any time.

New University-wide Undergraduate Requirement:

All first-year undergraduate students who matriculate fall semester 2011 and thereafter must successfully complete one First-Year Odyssey Seminar by the end of the first year in residence. This policy excludes transfer students.

New Prefix:

FYOS, First-year Odyssey Seminar

New Course Proposal:

See attached

The University of Georgia

New Course Proposal

- 1. COURSE ID: FYOS 1001**
- 2. TITLES**

Course Title: First-Year Odyssey Seminar
Course Computer Title: FIRST YEAR ODYSSEY

- 3. COURSE DESCRIPTION**

A seminar to engage first-year students in the academic culture of the University. Seminars will promote meaningful academic dialogue between students and faculty in a small class setting that encourages reflective thinking and learning to learn. Varied topics based on faculty scholarship. Exploration of the unique learning environment at UGA, including opportunities to engage in research, public service, and varied forms of instruction, both on campus and globally.

- 4. GRADING SYSTEM**

A-F (Traditional)

- 5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS**

	FIXED	VARIABLE
Credit Hours		1 - 2
Lecture Hours		1 - 2

- 6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are fewer than credit hours, please justify)**

- 7. REPEAT POLICY**

Course cannot be repeated for credit

- 8. DUPLICATE CREDIT STATEMENT (do not list quarter course IDs)**

9. REQUIRED PREREQUISITES

10. PREREQUISITE OR COREQUISITE COURSES

11. COREQUISITE COURSES

12. PRIMARY DELIVERY MECHANISM (select only one):

Seminar

13. COURSE WILL BE OFFERED

Every Year

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

Fall 2011

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

This course will:

- Enhance student-faculty interaction in a small class setting
- Document academic dialogue through writing, revision and resubmission
- Open channels of communication between students and faculty
- Develop students' skills for creative thought and effective reasoning
- Promote intentional and reflective learning
- Expose students to opportunities to engage in research, public service, and varied forms of instruction both on campus and globally (e.g., study abroad, practicums, internships)
- Expose students to campus events that highlight an aspect of the mission of the University

TOPICAL OUTLINE

UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Every course syllabus should include the instructor's expectations related to academic integrity.

Examples of possible FYO Seminars:

Bioenergy and Bioproducts from Biomass.

We shall go beyond the headlines better to understand the potential that biomass offers for producing sustainable, economically viable transportation fuels in the U.S. on a scale that significantly reduces dependence on fossil fuels. We shall consider the role of different types of biomass and explore the various challenges to overcome, including basic technical hurdles as well as land-use and feed-versus-fuel concerns. The potential for producing other value-added bioproducts from biomass and the related topic of carbon recycling will also be discussed. Along the way we shall learn what UGA does to support research and to ensure that discoveries reach the market place, and we shall also review opportunities for undergraduates to get involved in research. We shall also learn about UGA outreach activities designed to foster a bioenergy industry in Georgia.

A Cure for Cancer: Where Are We?

It has been nearly 40 years since President Richard Nixon declared “war on cancer” and initiated the remarkable build up in cancer research that exists in the U.S. today. Yet there are many who would argue that we have made surprisingly little progress. In this seminar, we shall learn the fundamentals of cancer in order to understand the challenges to preventing or even treating this collection of diseases. We shall also consider the advances that have been made and the benefits that have accrued, and we shall learn about promising current strategies to prevention or treatment. We shall also consider some of the cultural disparities in cancer treatment that exist across Georgia and what might be done to mitigate these disparities. Along the way we shall learn what UGA does to support research and to ensure that discoveries reach the market place, and we shall also review opportunities for undergraduates to get involved in research as well as public service/outreach.

Genetically Modified Plants: the Globe’s Salvation or Your Worst Nightmare?

Scientists now possess the technology to modify genetically many plants of agricultural or commercial significance. Genetic modification can yield pest resistance or drought tolerance, increase the yield or size of food or bioenergy crops, or produce other desired or valuable traits. Some believe these deliberate alterations will help feed an ever-expanding planet, preserve agriculture in the face of dramatic climate changes, and increase both the efficiency of agriculture and plant growth acreage in developing countries. Others believe we may be unleashing plants that will have unknown or grave consequences for our agricultural and ecological systems. In this seminar we shall learn the basics of plant genetic modification, examine some of the current examples of crop manipulation, and discuss what threats, if any, these plants pose. Along the way we shall learn what UGA does to support research and to ensure that discoveries reach the market place, and we shall also review opportunities for undergraduates to get involved in research.

Comparative Health and Healthcare Systems in the Developed World: Is the U.S. the Best?

In this seminar we shall review major health statistics and disease trends across the developed world, and we shall examine the organization and financing of health care systems in these same countries. Why are costs so much higher in the U.S. and life expectancy less? What role do disparities and social determinants play in this? How is medicine practiced? Our goal will be to get beyond the headlines and sound-bites in order better to understand and participate in the current national health care debate. How can the U.S. health care system be reformed from policy, systems, and financial perspectives? Along the way we shall learn about research being conducted to address these issues in the new UGA Center for Global Health as well as the new College of Public Health, how UGA supports this research, and how undergraduates can get involved. We shall also connect this focus on health and health care systems in other countries to international education opportunities at UGA.

Page to Stage.

Each fall the Department of Theatre and Film Studies produces a literary classic. We shall center our study around this term's production. First the class will read and analyze the literary original. We shall compare it with several other works, both for stage and screen, to discover its particular strengths and how productions have altered in a mass-market culture. Then different students will present their findings about different aspects of both the history and the ideas that the play presents. Performers and staff from the production will visit to describe how to balance aesthetic and pragmatic decisions. The class will have a night out at the theater to see the production. Finally, we shall conclude with some consideration of what role the arts play in this and other communities.