

Academic Affairs Policy Statement No. 14

General Education Core Curriculum

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. University of Georgia Academic Affairs Policy 2.04-4, Assessment of Student Learning Outcomes
- d. Principles of Accreditation: Foundations for Quality Enhancement, Section 8.2.b Commission on Colleges, Southern Association of Colleges and Schools.
- e. Task Force on General Education and Student Learning, 2004.
- f. Last updated March 2017.

2. Objective

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:

Pre-calculus

PROPOSED

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

1. Students will be able to express ideas in writing with clarity and fluency.
2. Students will have the ability to express, manipulate, and apply mathematical information, concepts, and thoughts using appropriate mathematical forms, including numeric, graphical, verbal, and symbolic forms for solving a variety of problems.

II. Life and Physical Sciences (7-8 hours)

(Must include one life science and one physical science)

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. Student will be able to:

1. Demonstrate an understanding of basic knowledge, principles, and laws in the natural sciences.
2. Explain how knowledge is constructed in the sciences using the scientific method.
3. Locate and evaluate reliable sources of scientific evidence to construct arguments, to apply scientific knowledge, and to critically assess real-world issues.

In addition to the learning outcomes above, on completion of a course with a laboratory experience, students will be able to:

Laboratory

1. Demonstrate proficiency in experimental science by making observations, understanding the fundamental elements of experiment design, generating and analyzing data using appropriate quantitative tools, using abstract reasoning to interpret data and relevant formulae, and testing hypotheses with scientific rigor.

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. Students will be able to:

PROPOSED

1. Express and manipulate quantitative information, concepts, and thoughts in verbal, numeric, graphical, computational, and symbolic form to frame and devise a solution to a problem.
2. Evaluate conclusions drawn from or decisions based on quantitative data.

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. Students will be able to:

World Languages and Global Culture (9 hours)

1. Understand contemporary cultures and people(s) outside of the U.S.

Humanities and the Arts (3 hours)

1. Describe, interpret, and appreciate literary and artistic works and their contexts.
2. Analyze the impact and role of artistic and literary production and achievement on our understanding of the human condition.

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. Students will be able to:

1. Identify and explain the fundamental concepts of social policy at either the local, national, or global scale.
2. Interpret interconnections among and difference between social institutions, groups, or individuals.

4. Procedure

- a. Matters related to objectives, goals, requirements, and general education are the responsibility of the University Curriculum Committee. Consideration of these matters should follow consideration and recommendation by the Committee.
- b. The University 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 approved by the University Curriculum Committee for the inclusion in the general education curriculum of the University shall be forwarded through the Senior Vice

PROPOSED

President for Academic Affairs and 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.

d. Assessment

Assessment should comply with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principle 8.2.b, and University of Georgia Academic Affairs Policy 2.04-4, Assessment of Student Learning Outcomes.

Academic Affairs Policy Statement No. 14

General Education Core Curriculum

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.
- b.c. [University of Georgia Academic Affairs Policy 2.04-4, Assessment of Student Learning Outcomes](#)
- e.d. Principles of Accreditation: Foundations for Quality Enhancement, [Section 8.2.b Section 2.7.3](#) Commission on Colleges, Southern Association of Colleges and Schools.
- e. Task Force on General Education and Student Learning, 2004.
- e.f. [Last updated March 2017.](#)

2. ~~Goals~~Objective

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:

Pre-calculus

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

1. Students will be able to express ideas in writing with clarity and fluency.
2. Students will have the ability to express, manipulate, and apply mathematical information, concepts, and thoughts using appropriate mathematical forms, including numeric, graphical, verbal, and symbolic forms for solving a variety of problems.

II. Life and Physical Sciences (7-8 hours)

(Must include one life science and one physical science)

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. Student will be able to:

1. Demonstrate an understanding of basic knowledge, principles, and laws in the natural sciences.
2. Explain how knowledge is constructed in the sciences using the scientific method.
3. Locate and evaluate reliable sources of scientific evidence to construct arguments, to apply scientific knowledge, and to critically assess real-world issues.

In addition to the learning outcomes above, on completion of a course with a laboratory experience, students will be able to:

Laboratory

1. Demonstrate proficiency in experimental science by making observations, understanding the fundamental elements of experiment design, generating and analyzing data using appropriate quantitative tools, using abstract reasoning to interpret data and relevant formulae, and testing hypotheses with scientific rigor.

III. Quantitative Reasoning (3-4 hours)

Quantitative ~~reasoning~~ 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. Students will be able to:

1. Express and manipulate quantitative information, concepts, and thoughts in verbal, numeric, graphical, computational, and symbolic form to frame and devise a solution to a problem.
2. Evaluate conclusions drawn from or decisions based on quantitative data.

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. Students will be able to:

World Languages and Global Culture (9 hours)

1. Understand contemporary cultures and people(s) outside of the U.S.

Humanities and the Arts (3 hours)

1. Describe, interpret, and appreciate literary and artistic works and their contexts.
2. Analyze the impact and role of artistic and literary production and achievement on our understanding of the human condition.

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. Students will be able to:

1. Identify and explain the fundamental concepts of social policy at either the local, national, or global scale.
2. Interpret interconnections among and difference between social institutions, groups, or individuals.

4. Procedures

- a. Matters related to objectives, goals, requirements, and general education are the responsibility of the University ~~Council~~ Curriculum Committee. ~~Council e~~ 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 ~~approved recommended~~ by the University Curriculum Committee ~~subcommittee~~ for the inclusion in the general education curriculum of the University shall be forwarded

through the Senior Vice President for Academic Affairs and 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.

d. Assessment

Assessment should comply with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principle 8.2.b, and University of Georgia Academic Affairs Policy 2.04-4, Assessment of Student Learning Outcomes.
~~outhern ssociation of olleges and chools ommission on olleges (SACSCOC);~~