



The University of Georgia

University Council
Athens, Georgia 30602

March 17, 2017

UNIVERSITY CURRICULUM COMMITTEE – 2016-2017

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Dear Colleagues:

As part of the University's ongoing assessment efforts, the General Education Subcommittee has consolidated and reduced the 39 current General Education Core Curriculum student learning outcomes to 13. Attached is the proposal to revise Academic Affairs Policy Statement No. 14, General Education Core Curriculum to reflect those fewer learning outcomes. The proposal has been approved by the Subcommittee and comes to the Full University Curriculum Committee as an agenda item for the March 24, 2017 meeting.

Sincerely,

Alison Alexander, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav

Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees, Committee on Student Life, Curriculum Committee, Educational Affairs Committee, Executive Committee, Faculty Admissions Committee, Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/Staff Parking Appeals Committee, Human Resources Committee, Program Review and Assessment Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee

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. 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:

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.

Proposed Revisions

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.

Students must complete one physical science course (3-4 hours) and one life science course (3-4 hour). 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.

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

Proposed Revisions

- ~~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. **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.**

- ~~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~~

Proposed Revisions

- ~~•—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. **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.

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~~

Proposed Revisions

- ~~• 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.

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.

- ~~• 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.

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