

EXAMPLES

The following courses and co-curricular experiences could be considered for approval to meet an institutional competency:

Competency	Course Example	Co-Curricular Example
<p>CRITICAL THINKING <i>The ability to pursue and comprehensively evaluate information before accepting or establishing a conclusion, decision, or action.</i></p> <p>Learning Outcomes: 1. Consider, engage, and analyze opposing viewpoints or arguments 2. Evaluate the credibility of information 3. Support one’s own conclusion, decision, or action with sound reasoning and judgment 4. Interpret inferences and develop subtleties of symbolic and indirect discourse</p>	<p>DANC 4500: Studies in Dance History</p> <p>Relevant Course Objectives:</p> <ul style="list-style-type: none"> • To examine the development of dance, including the changes and influences affecting that development. • To discover how dance reflects changes in society and historical periods. • To assimilate the historical information. • To understand the broad concepts in/of meaning, reasons, and motivations for dance in various cultures throughout the world. • To clearly express thoughts and ideas about the relationship between the historical information and the broad concepts in coherent and cohesive essays. • To investigate, analyze, synthesize, and write knowledgeably and coherently on one aspect of dance history within the time periods covered in the course in a written course project. 	<p>University Judiciary (Office of Student Conduct)</p> <p>The University Judiciary is the student-run organization charged with promoting a climate of integrity at the University of Georgia by conducting formal hearings for students alleged to have violated conduct regulations. By participating in University Judiciary, students will gain valuable critical thinking skills, ethical decision-making skills, and demonstrate leadership on campus by promoting social responsibility.</p> <p>Additionally, the group seeks to proactively educate the University community to help students understand the expectations that the University has for appropriate and responsible behavior.</p>
<p>ANALYTICAL THINKING <i>The ability to reason, interpret, analyze, and solve problems from a wide array of authentic contexts.</i></p> <p>Learning Outcomes: 1. Express and manipulate quantitative information, concepts, and thoughts in verbal, numeric, graphical, computational, and symbolic forms 2. Identify and apply appropriate methodology or theoretical frameworks to inquiry 3. Organize and synthesize evidence to reveal insightful patterns, differences, or similarities</p>	<p>SOCI 3590: Qualitative Methods of Social Research</p> <p>Relevant Course Objectives:</p> <ul style="list-style-type: none"> • Read and critique classical and contemporary research studies using a variety of qualitative approaches. • Determine when a qualitative research approach is appropriate, and which approach best fits a question. • Through short-term projects, practice a number of qualitative research data collection and analysis techniques, including the use of analysis software such as MAXQDA. • Learn to assess the quality and validity of 	<p>IMPACT Service Breaks Site Leader Experience (Engagement, Leadership, and Service)</p> <p>The mission of the IMPACT program is to engage University of Georgia students in an affordable, week-long, substance-free, experiential service-learning project that encourages an understanding of pressing social issues in a significant way. Each student engages in 40 hours of service centered on a different social issue, such as Youth Empowerment, Public Health, Shelter and Resource Access, or Environmental Justice. IMPACT Site Leaders are responsible for planning all aspects of their trip’s experience, including scheduling of service, locating housing, identifying</p>

<p>4. Support, evaluate, and communication conclusions based on quantitative or qualitative data</p>	<p>qualitative social research and to understand research ethical issues as they apply to qualitative inquiry.</p> <ul style="list-style-type: none"> • Learn to write up results of qualitative research Studies. 	<p>cultural exploration sites, budgeting, risk management, and alumni engagement. Site Leaders design and facilitate regular post-service reflections during the trip, centered on dialoguing about the intersection of social identity with critical examination of the service experience. Finally, Site Leaders are responsible for managing all participant group dynamics, concerns, and emergencies during trip experiences.</p>
<p>COMMUNICATION <i>The ability to effectively develop, express, and exchange ideas in written, oral, or visual form.</i></p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop, support, and effectively express ideas in written/oral form using language with clarity and precision 2. Tailor communication strategy, style, and convention appropriately or various audiences and/or contexts 3. Navigate interpersonal communication with respect, maturity, and/or awareness of cultural differences 	<p>HIST 3361: Europe’s Revolutionary Century, 1789-1900</p> <p>Relevant Course Objectives:</p> <ul style="list-style-type: none"> • Write stylistically appropriate and mature papers and essays using processes that include discovering ideas and evidence, organizing that material, and revising, editing, and polishing the finished paper(s). 	<p>Pandora - Introduction to Yearbook Copywriting (Engagement, Leadership, and Service)</p> <p>Students who engage in this experiential learning opportunity will learn the fundamentals of journalistic copywriting as they produce the official University yearbook. Students will understand and implement AP writing style and will be taught how to tailor copywriting style for both stories and caption writing. Students will learn the importance of writing to a target audience and will learn to adapt their writing style to fit the topic and audience of their given story.</p>
<p>SOCIAL AWARENESS & RESPONSIBILITY <i>The capacity to understand the interdependence of people, communities, and self in a global society.</i></p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Recognize ethical issues and apply different ethical perspectives to ethical dilemmas in a variety of settings 2. Analyze the impact of human behavior(s) on the physical, organizational, and/or social environment 3. Reflect upon how one's social identities and roles shape one’s worldview and interactions 4. Develop an awareness, appreciation, and knowledge of cultures and communities beyond one’s own 	<p>ANTH 3540: Multicultural Health Care</p> <p>Relevant Course Objectives:</p> <ul style="list-style-type: none"> • Identify specific examples of how culture and society shape health in U.S. communities • Describe theoretical approaches used by medical anthropology and health-focused social science research • Persuasively discuss research exploring health patterns among groups in the U.S. 	<p>Senior World Leaders (International Student Life)</p> <p>The Senior World Leader (SWL) is an integral part of the International Student Orientation Program. In line with the mission statement of the Department of International Student Life, Senior World Leaders provide the transition tools and support for international students new to the United States and the University of Georgia. As a team, SWLs serve as student leaders responsible for helping to plan, manage, facilitate, and evaluate the International Student Orientation program (approximately 300 incoming students each fall), including but not limited to programmatic efforts, marketing, registration, World Leader selection, World Leader training, sponsorship solicitation and fundraising, logistical</p>

		planning and administrative tasks, and program development.
<p>CREATIVITY & INNOVATION <i>The capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by innovation, divergent thinking, and risk taking</i></p> <p>Learning Outcomes: 1. Experiment and take appropriate risks to creatively solve problems and advance knowledge 2. Synthesize and/or transform ideas in original ways 3. Consider and incorporate alternative or contradictory perspectives in designing solutions 4. Develop imaginative or original response to a need or inspiration</p>	<p>BCHE 4650: Animal Cell Biomanufacturing</p> <p>Relevant Course Objectives:</p> <ul style="list-style-type: none"> • Apply mathematical models to cell growth and product synthesis • Identify, formulate, and solve problems related to the scaleup of biomanufacturing processes • Design a biomanufacturing system, component, or process to meet desired needs • Communicate effectively via a group setting about contemporary bio-manufacturing processes 	<p>Dawg Camp Media Intern (Office of Student Transitions)</p> <p>The Dawg Camp Media Internship represents an opportunity for students to build their professional portfolio and resume while strengthening the communications and campus presence of the Dawg Camp Extended Orientation program. The Media Intern plays a vital role in the documenting and highlighting of Dawg Camp programs – primarily, Dawg Camp Discovery, Connect, Fusion, Rise, Innovate and Classic City. The intern works with all Student Transitions staff and Dawg Camp Leadership Team members (student coordinators) to build promotional and record keeping media materials.</p>
<p>LEADERSHIP & COLLABORATION <i>The capacity to engage in the relational process of optimizing personal and collective strengths toward a common goal.</i></p> <p>Learning Outcomes: 1. Engage and motivate others toward a shared vision through encouragement and trust 2. Plan, initiate, manage, complete, and evaluate a project or process individually or as a group 3. Address conflict directly and constructively to strengthen team cohesion and effectiveness 4. Consider and incorporate perspectives and feedback from community members to inform equity-minded, sustainable solutions</p>	<p>ENVE 4910: Capstone Design I</p> <p>Course description: First course in a two-semester sequence designed to provide environmental engineering students with a major design experience. Students will participate on a project team that matches their interests and will be selected for participation under guidance of Environmental Engineering faculty mentors.</p> <p>(Nontraditional Format): Project teams will function independently albeit under the guidance of faculty mentors. As this is a senior-level course, students will fully engage in the application of the knowledge developed throughout their engineering programs of study.</p>	<p>Residence Hall Association Executive Board (University Housing)</p> <p>Members of RHA Executive Board lead these efforts, developing residence hall policies, procedures, and programs to best serve the interests of those students living on campus. The Executive Board sponsors programs for residents across campus, writes legislation for residence halls, and aims to give the oncampus residents at UGA a voice.</p>