UNIVERSITY OF GEORGIA

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University Council

March 11, 2022

UNIVERSITY CURRICULUM COMMITTEE – 2021-2022
Susan Sanchez, Chair
Agricultural and Environmental Sciences – Nicholas Fuhrman
Arts and Sciences – Jonathan Haddad (Arts)
Rodney Mauricio (Sciences)
Business – Jim Carson
Ecology – Amanda Rugenski
Education – David Jackson
Engineering – Kun Yao
Environment and Design – Ashley Steffens
Family and Consumer Sciences – Sheri Worthy
Forestry and Natural Resources – Joseph Dahlen
Journalism and Mass Communication – Dodie Cantrell-Bickley
Law – Randy Beck
Pharmacy – Michelle McElhannon
Public and International Affairs – Leah Carmichael
Public Health – Allan Tate
Social Work – Harold Briggs
Veterinary Medicine – Shannon Hostetter
Graduate School – Wendy Ruona
Ex-Officio – Provost S. Jack Hu
Undergraduate Student Representative – Matthew Jue
Graduate Student Representative – Sarah Burns

Dear Colleagues:

The attached proposal from the University Curriculum Committee's General Education Subcommittee to revise Academic Affairs Policy Statement No. 14, General Education Core Curriculum, will be an agenda item for the March 18, 2022, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair
University Curriculum Committee

cc: Provost S. Jack Hu
Dr. Marisa Pagnattaro

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. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Principles of Accreditation, Standards 8.2.a, 8.2.b.
e. Task Force on General Education and Student Learning, 2004.
f. Updated March 2017 and April 2019

2. Goals

The University of Georgia's overarching educational goal is to educate 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.

The general education curriculum includes the Core Curriculum Areas I-V, Area VI (core-level courses preparatory to the major), and the major curriculum. UGA undergraduate programs are designed to give students a coherent course of study that begins with the essential skills and broad learning of the core curriculum, moves through foundational courses determined to be essential for advancing to major-level work, and culminates in deep exploration and applied learning in a major field of study. As a result of completing this comprehensive educational experience, the University expects its students to demonstrate growth in the following five general education competencies: critical thinking, communication, quantitative reasoning, moral reasoning, global/intercultural fluency, creativity and innovation, and collaboration.

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, and Mathematical Modeling.

The following more advanced mathematical courses may be required for certain majors: Pre-calculus, Analytic Geometry and Calculus, Differential Calculus Laboratory, and Calculus I for Science and Engineering. Students will be able to:

1. Express ideas in writing with clarity and fluency.
2. 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 of 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:

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:

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 the understanding of the human condition.

V. Social Sciences (9 hours)

Study of the Social Sciences will be characterized by an understanding of the complex social, political, institutional, and economic systems that drive a culturally diverse and globally connected world.

Students will be able to:

1. Identify and interpret 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.

University of Georgia Institutional Competencies
By engaging in curricular, co-curricular, and/or non-credit bearing experiences that address each respective competency, students will demonstrate:

I. Critical Thinking - Students will demonstrate the ability to consider, analyze, and evaluate information to develop and support sound conclusion(s).
II. Communication - Students will demonstrate the ability to assimilate, interpret, and analyze the content of written information from various disciplines. Students will be able to compose and present information in oral or written form that is stylistically appropriate for various academic and/or professional contexts.
III. Moral Reasoning (Ethics) - Students will demonstrate the ability to understand ethical behavior in social applications, apply societal ethics to scientific inquiry, and explain how ethical principles provide justification for standards of conduct.
IV. Global/Intercultural Fluency - Students will demonstrate an understanding of the complexity of elements important to members of another culture, outside the U.S., in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Students will demonstrate an understanding of intercultural dynamics within the U.S., particularly in relation to the values, beliefs, practices, and systems that have been shaped and influenced by interactions between members of racial identity groups and other social identity groups.
V. Creativity and Innovation - Students will demonstrate the capacity to synthesize and/or transform existing ideas in original ways. Students will experiment and take appropriate risks to creatively solve problems and advance knowledge.
VI. Collaboration - Students will demonstrate an ability to foster a constructive team environment, using mature interpersonal skills, to effectively work with others toward a common goal.

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 for courses and non-curricular activities from the faculties of the University which they view as appropriate for meeting the general education objectives.
c. Courses and non-curricular activities 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.

5. Assessment

Per Academic Affairs Policy 2.04.4, Assessment of Student Learning Outcomes, the University Curriculum Committee (UCC) is the responsible faculty body for developing Student Learning Outcomes (SLOs) and Student Learning Outcomes Assessment Plans. The UCC and the Office of the Vice President for Instruction (OVPI) must work collaboratively to collect and analyze data. OVPI is responsible for reporting on the extent to which these SLOs are achieved. Finally, the UCC is responsible for recommending changes and improvements and for their subsequent implementation.

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~~**d.** Principles of Accreditation: Foundations for Quality Enhancement, Section 8.2.b Commission on Colleges, Southern Association of Colleges and Schools.~~
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~~Laboratory~~

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b. The University Council Curriculum Committee will review proposals for courses and non-curricular activities 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 President for Academic Affairs and Provost for approval by the University System of Georgia Council on General Education.~~ Courses and non-curricular activities 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.

5. Assessment

~~Assessment should comply with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principle 8.2.b., and University of Georgia~~ Per Academic Affairs Policy 2.04.4, Assessment

of Student Learning Outcomes, the University Curriculum Committee (UCC) is the responsible faculty body for developing Student Learning Outcomes (SLOs) and Student Learning Outcomes Assessment Plans. The UCC and the Office of the Vice President for Instruction (OVPI) must work collaboratively to collect and analyze data. OVPI is responsible for reporting on the extent to which these SLOs are achieved. Finally, the UCC is responsible for recommending changes and improvements and for their subsequent implementation.