



University Council

February 7, 2025

UNIVERSITY CURRICULUM COMMITTEE – 2024-2025

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Forestry and Natural Resources – Richard Chandler

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Law – Joe Miller

Medicine – Erica Brownfield

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Social Work – Jennifer Elkins

Veterinary Medicine – Paul Eubig

Graduate School – Rodney Mauricio

Ex-Officio – Provost S. Jack Hu

Undergraduate Student Representative – Ella Colker

Graduate Student Representative – William Walker

Dear Colleagues:

The attached proposal to revise Policy No. 01.05.009, General Education Core Curriculum, will be an agenda item for the February 14, 2025, Full University Curriculum Committee meeting. Revisions to the General Education Core Curriculum were reviewed as an information item at the March 17, 2023, University Curriculum Committee.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro

# Policy No. 01.05.009, 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 01.06.003, 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. Updated March 2017, April 2019, and XX 2025.

## 2. Goals

At the University of Georgia, undergraduate education is designed to provide students with a comprehensive and transformative learning experience that fosters intellectual growth, personal development, and preparation for meaningful engagement in a global society. This educational journey is organized into two interconnected spheres: General Education and the Major. Together, these areas promote both breadth and depth in students' academic experiences, offering opportunities to explore intellectual interests and prepare for their future careers.

## 3. University of Georgia General Education Curriculum

(A minimum of 42 hours in I, Build a Foundation and II, The Cornerstone Curriculum. Where appropriate, courses may satisfy more than one requirement. All courses must be a minimum of 3 hours each.)

### I. Build a Foundation (12 hours minimum)

A durable education that extends beyond the college years requires students to build an intellectual foundation; central to this foundation is acquiring skills in writing and mathematics which should be practiced and honed through the entirety of an undergraduate's time at the University.

#### A. Mathematical and Quantitative Reasoning

The language of mathematics defines the very framework of problem solving. All students are required to take a course in mathematics and, more broadly, a course in quantitative reasoning.

The learning outcomes for these mathematics and quantitative reasoning courses are:

- a. 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 (mathematics).
- b. Evaluate conclusions drawn from or decisions based on quantitative data (quantitative reasoning).
- c. Support, evaluate, and communicate conclusions based on quantitative data (quantitative reasoning).

#### B. Writing

Being able to clearly and effectively communicate in writing is an absolute necessity in all endeavors. All students are required to fulfill a writing requirement, normally by taking two courses (ENGL 1101 and ENGL 1102).

The learning outcomes for effective writing are:

- a. Develop, support, and effectively express ideas in written form using language without error but with clarity and precision.

- b. Tailor communication strategy, style, and convention appropriately for various audiences and/or contexts.

## **II. The Cornerstone Curriculum (30 hours minimum)**

The General Education Cornerstone Curriculum is the framework of a comprehensive, liberal arts education at the University of Georgia. The Cornerstone Curriculum exposes students to a broad set of important intellectual ideas.

### **A. Explore the World**

Students must understand the central facts and concepts of the life and physical sciences. Students will be required to complete two courses, with at least one in Explore the Science of Living Things and one in Explore the Science of the Physical Universe. At least one of these courses must include a laboratory.

#### **1. Explore the Science of Living Things (1 course)**

#### **2. Explore the Science of the Physical Universe (1 course)**

The learning outcomes for courses in these 2 areas are:

- a. Demonstrate an understanding of basic knowledge, principles, and laws in the natural sciences.
- b. Explain how knowledge is constructed in the sciences using the scientific method.
- c. Evaluate reliable sources of scientific evidence in order to construct arguments, to apply scientific knowledge and to assess critically real-world issues.
- d. Within a laboratory course, 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.

Being an engaged member of local and global communities also requires students to learn about the human experience. Students must complete two courses in Explore the Human Experience, which provide a vital window into core aspects of the human experience.

#### **3. Explore the Human Experience (2 courses)**

The learning outcomes for courses in this area are:

- a. Describe, interpret, and critique literary, artistic and other works within the humanities and their contexts.
- b. Analyze the impact and role of artistic and literary production and achievement on our understanding of the human condition.

### **B. Explore Human Connections**

A central dynamic of the workplace includes collaboration and teamwork. Courses in this area ensure that students gain an understanding of the complex and dynamic nature of the social systems that characterize our diverse and interconnected world. Students are required to take 2 courses in Explore Social Connections; one course in Explore the Reasoning Behind Ethical Decisions; one course in Explore the Connection between Humans and the Environment; one course in Explore Multicultural Perspectives within the United States; one course in Explore Societies Outside the United States; and one course in Explore Global Issues and their Solutions.

#### **1. Explore Social Connections\* (2 courses)**

The learning outcomes for courses in this area are:

- a. Identify and explain the fundamental concepts of social policy at either the local, national, or global scale.
- b. Interpret interconnections among and differences between social institutions, groups, or individuals.

\*The Georgia Legislature (code 20-3-68, O.C.G.A) requires that all undergraduate students show satisfactory understanding of the history of the United States and the history of Georgia, and on the provisions and principles of the United States Constitution and the Constitution of Georgia, in order to graduate. This legal requirement can be fulfilled by successful completion of exams on each of these four areas or by taking courses that have been approved to satisfy these requirements.

## **2. Explore the Reasoning Behind Ethical Decisions (1 course):**

The learning outcomes for courses in this area are:

- a. Explain how ethical principles provide justification for standards of conduct.
- b. Recognize the complexities of competing ethical principles and associated standards of conduct.

## **3. Explore the Connection between Humans and the Environment (1 course):**

The learning outcomes for courses in this area are:

- a. Evaluate the interactions between human activity and the environment at local, regional, or global scales.
- b. Explain the ethical, cultural, economic, or political forces that affect environmental problems and policies.

## **4. Explore Multicultural Perspectives within the United States (1 course):**

The learning outcome for courses in this area is:

- a. Demonstrate an understanding of elements important to members of a contemporary cultural group within the United States, particularly in relation to its values, beliefs or practices as they may contrast with other contemporary cultural groups.

## **5. Explore Societies Outside the United States (1 course)**

The learning outcome for courses in this area is:

- a. Demonstrate an understanding of a contemporary society and people(s) outside of the U.S. particularly in relation to its values, beliefs or practices as they may contrast with those of the U.S.

## **6. Explore Global Issues and their Solutions (1 course) The**

learning outcome for courses in this area is:

- a. Use knowledge of culture, history, geography, language, economics, politics or science to understand issues that transcend national borders and to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

### **III. Expand Your Horizons**

A critical part of undergraduate education allows students to explore new areas of interest and those that complement their major. The University of Georgia provides three avenues for students to expand their intellectual horizons. The First-Year Odyssey Seminar introduces first year students to the academic life of the university through small classes taught by tenure-track faculty. Experiential

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Learning enables students to connect their academic foundations to the world beyond the classroom, through opportunities such as creative endeavors, study abroad and field schools, internship and leadership opportunities, faculty-mentored research, and service-learning. General Electives allow students to move outside the major to explore new academic avenues.

#### **IV. In-Depth Exploration**

The Major (through major related courses -18 hours, major required courses, and major electives – totaling a minimum of 60 hours) represents an opportunity for students to immerse themselves in an intellectual area of their choice. Major related courses prepare students for their major required courses. Each major may provide an optional Capstone experience that enables students to complete and integrate the entire educational experience.

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Through this rigorous and well-rounded curriculum, the University of Georgia fosters graduates who are not only knowledgeable in their fields of study but also prepared to contribute meaningfully to society and to navigate a complex, interconnected world. This policy ensures that students gain both broad-based knowledge and the opportunity for focused, in-depth exploration of their academic and professional interests.

#### **4. Procedure**

- 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.
- d. All course and non-curricular activities approved for the general Education's core curriculum must include the appropriate general education learning outcomes in their syllabi and activity descriptions.

#### **5. Assessment**

Per Academic Affairs Policy 01.06.003, Assessment of Student Learning Outcomes, the University Curriculum Committee (UCC) is the faculty body responsible for developing Student Learning Outcomes (SLOs) and Student Learning Outcomes Assessment Plans. Assessment of UGA General Education will be executed through assessment of UGA Institutional Competencies (Policy No. 01.05.010). The UCC and the Office of the Vice President for Instruction (OVPI) must work collaboratively to collect and analyze data. Finally, the UCC is responsible for recommending changes and improvements and for their subsequent implementation.

## Proposed General Education Core Requirements

### I. Build A Foundation (12 hours minimum)

*A. Mathematical and Quantitative Reasoning (2 courses)*

*B. Writing (2 courses)*

### II: The Cornerstone Curriculum (30 hours minimum)

#### *A: Explore the World*

1. Explore the Science of Living Things (1 course)
2. Explore the Science of the Physical Universe (1 course)
3. Explore the Human Experience (2 courses)

#### *B: Explore Human Connections*

1. Explore Social Connections (2 courses)
2. Explore the Reasoning Behind Ethical Decisions (1 course)
3. Explore the Connection between Humans and the Environment (1 course)
4. Explore Multicultural Perspectives within the United States (1 course)
5. Explore Societies Outside the United States (1 course)
6. Explore Global Issues and their Solutions (1 course)

### III: Expand Your Horizons

- University-wide Experiential Learning Requirement (1 course or activity)
- University-wide FYOS Requirement (1 course)

### IV. In-Depth Exploration

- Major Related Courses (Area VI) (18 hours)
- Major Required Courses
- Major Electives
- Capstone (optional)

Current General Education Core Requirements	Proposed General Education Core Requirements
<p><b>I. FOUNDATION COURSES</b></p> <p><b>A. Writing</b></p> <p><b>B. Mathematical and Quantitative Reasoning</b></p> <p><i>Core Area I – Foundation Courses (English) (2 courses) Core Area I – Foundation Courses (Mathematics) (1 course)</i></p>	<p><b>I. Build A Foundation</b></p> <p><b>A. Mathematical and Quantitative Reasoning (2 courses)</b></p> <p><b>B. Writing (2 courses)</b></p> <p><i>Current Core Area I – Foundation Courses (English) (2 courses)</i>  <i>Current Core Area I – Foundation Courses (Mathematics) (1 course)</i>  <i>Current Core Area III – Quantitative Reasoning (1 course)</i></p>
<p><b>Area II: SCIENCES (7-8 hours)</b></p> <p><i>Core Area II – Life and Physical Sciences: At least one of the physical science or life science courses must include a laboratory.</i></p> <ul style="list-style-type: none"> <li><i>Core Area II – Life Sciences (1-2 courses)</i></li> <li><i>Core Area II – Physical Sciences (1-2 courses)</i></li> </ul>	<p><b>II: The Cornerstone Curriculum</b></p> <p><b>A: “Explore the World”</b></p> <ol style="list-style-type: none"> <li>“Explore the Science of Living Things” (1 course)</li> <li>“Explore the Science of the Physical Universe” (1 course)</li> </ol> <p><i>Current Core Area II – Life and Physical Sciences : At least one of the physical science or life science courses must include a laboratory.</i></p> <ul style="list-style-type: none"> <li><i>Current Core Area II – Life Sciences (1-2 courses)</i></li> <li><i>Current Core Area II – Physical Sciences (1-2 courses)</i></li> </ul>
<p><b>Area III: QUANTITATIVE REASONING (3-4 hours)</b></p> <p><i>Core Area III – Quantitative Reasoning (1 course)</i></p>	<p><b>3. Explore the Human Experience (2 courses)</b></p> <p><i>Humanities and the Arts (1 course)</i></p>
<p><b>Area IV: WORLD LANGUAGES AND GLOBAL CULTURE, HUMANITIES AND THE ARTS (12 hours)</b></p> <p><i>World Languages and Global Culture (3 courses)</i></p> <p><i>Humanities and the Arts (1 course)</i></p>	<p><b>II: The Cornerstone Curriculum</b></p> <p><b>B: “Explore Human Connections”</b></p> <ol style="list-style-type: none"> <li>Explore Social Connections (2 courses)  <i>Current Core Area V – Social Sciences (2 courses)</i>  <b>Change from current Core Area V Social Science requirement:</b>  <i>Students will be required to complete 2 Social Science courses instead of 3 courses.</i></li> <li>Explore the Reasoning Behind Ethical Decisions (1 course)  <u><b>New requirement – not currently in the core</b></u>  <i>This course will take the place of one former Area V: Social Science course.</i></li> <li>Explore the Connection between Humans and the Environment (1 course)  <i>Current University-wide Environmental Awareness Requirement (1 course)</i></li> <li>Explore Multicultural Perspectives within the United States (1 course)  <i>Current University-wide Cultural Diversity Requirement (1 course)</i></li> <li>Explore Societies Outside the United States (1 course) <i>Current World Languages and Global Culture (1 course, 3 hours)</i></li> <li>Explore Global Issues and their Solutions (1 course)</li> </ol>
<p><b>Area V: SOCIAL SCIENCES (9 hours)</b></p> <ul style="list-style-type: none"> <li><b>Social Sciences (3 courses)</b></li> </ul>	
<p><b>Area VI: COURSES RELATED TO THE PROGRAM OF STUDY (18 hours)</b></p> <p><i>University-wide Environmental Awareness Requirement (1 course)</i></p>	
<p><i>University-wide Cultural Diversity Requirement (1 course)</i></p>	
<p><i>University-wide Experiential Learning Requirement (1 course or activity)</i></p>	
<p><i>University-wide First-Year Odyssey Seminar Program Requirement (1 course)</i></p> <p><b>Major Required Courses, Major Electives, General Electives</b></p>	<p><b>III: Expand Your Horizons</b></p> <p><i>Current University-wide Experiential Learning Requirement (1 course or activity)</i></p> <p><i>Current University-wide FYOS Requirement (1 course)</i></p> <p><b>IV. In-Depth Exploration</b></p> <ul style="list-style-type: none"> <li>Major Related Courses (Area VI) (18 hours)</li> <li>Major Required Courses</li> <li>Major Electives</li> <li>Capstone (optional)</li> </ul> <p><i>Current Core Area VI, Courses Related to the Program of Study</i></p> <p><b>Major Required Courses, Major Electives, General Electives</b></p>