

Preface to Proposed General Education Curriculum

The genesis of the general education proposal was a 2003 National Survey of Student Engagement (NSSE) that indicated that University of Georgia students were not as challenged as many of their peers at our peer and aspirational institutions in regard to time studying, writing, and other measures of student rigor. The General Education Curriculum had not been changed since semester conversion in 1997-98. In response, Provost Mace put together a Task Force on General Education and Student Learning (<http://www.uga.edu/provost/tskfrcrpt05.pdf>). The Task Force group examined reports from the Association of American Colleges and Universities entitled "Greater Expectations," (to see the report: <http://www.greaterexpectations.org/>) a report produced by the Business-Higher Education Forum entitled "Building a Nation of Learners" (http://www.visions2020.gov/Reports/BHEF/2003_build_nation.pdf?pubID=285) and reports on general education reform at Harvard (<http://www.fas.harvard.edu/curriculum-review/>), Yale, and the University of Pennsylvania. The McBee Lecture in the 2004-05 academic year was from Carol Schneider who was the President of the American Association of Colleges and Universities, and the task force met with her to get input on needed changes to the general education curriculum. During discussions, comparisons of the University of Georgia core curriculum were made to those of peer and aspirational schools such as the University of North Carolina, University of Virginia, University of Michigan, and Penn State University. This task force solicited input from faculty and students at public forums, and the main focus of the 2005 Academic Affairs Symposium (http://teachingacademy.uga.edu/events/faculty_symposium_05/index.htm) was to gather input on the task force recommendations from the university community as well as the Athens community as a whole. The task force report was completed in June 2005. The Provost charged the University Curriculum Committee's Subcommittee on General Education to translate the task force recommendations into an actual change to the University of Georgia general education. This group met bi-monthly during the 2005-06 academic year to draft the proposals before us today. The group had two tasks. The group outlined expected learning abilities per Board of Regents requirements and abilities that the Task Force suggested graduates should have. Specifically, these were the ability

to engage in complex thought, analysis, and reasoning; communicate effectively in both speech and writing; understand the world through study of foreign language and international experience; reason quantitatively; appreciate and engage diversity in the University community and the community at large; and have moral reasoning skills. Currently, all courses at the University of Georgia are being assessed to determine which of these abilities are being met. Secondly, the General Education Subcommittee examined the current University of Georgia core curriculum (<http://www.curriculumsystems.uga.edu/Policies/GeneralEducationOutcomesPolicy.pdf> ; <http://bulletin.uga.edu/bulletin/prg/index.html>), the University System Core from the Board of Regents (<http://www.usg.edu/regents/policymanual/300.phtml>), and the Task Force recommendation (<http://www.uga.edu/provost/tskfrcpt05.pdf>) and developed the proposed general education curriculum proposal. Three graduate students were selected during the 2005-06 academic year to provide an independent, objective review of these proposals and to compare them to our peer and aspirational institutions. Their input was used to further refine these proposals. The proposed general education curriculum proposal was given to the full University Curriculum Committee in March 2006 to solicit input from individual schools and colleges. These proposed changes were sent to all faculty via email in September 2006 to gather input, and a faculty forum was held in late September 2006 to collect more faculty input. I also met with the Franklin Senate last week to discuss their concerns and to gather input on this proposal.

In relation to general education, the Task Force report emphasized that in the 21st century, University of Georgia graduates will need to be knowledgeable about global cultures to function with increased globalization; expand their understanding of diversity within their own culture; be better informed about science and technology; and critically assess information rather than memorize facts. The Task Force identified areas of inquiry that should form the foundation of a sound educational basis for new general education requirements at the University of Georgia. The areas include life and physical sciences, quantitative reasoning, world culture and languages, history, literature, fine arts, and social studies. These areas formed the basis of the proposed general education curriculum to have the following areas:

- I. Foundation Courses – Courses required by the Board of Regents.

- II. Sciences – One course in life sciences and one in physical sciences as recommended by the Task Force. One of these science courses must be a laboratory course per Board of Regents guidelines. Currently, students are required to take two science courses without specification to life or physical sciences.
- III. Quantitative Reasoning – In the current core, students are required to take a mathematics course in Area A, but have the option of a mathematics course in Area D. In the proposed general education curriculum, students will be required to take a mathematics course in Area I (Foundation Courses) and in Area III (Quantitative Reasoning), thus increasing their exposure to quantitative reasoning courses. Unlike the present core, the proposed general education curriculum will have an area that is exclusively quantitative.
- IV. World Languages, Culture, Humanities, and the Arts – If University of Georgia graduates are to have a better understanding of other cultures and diversity within their own culture, they will need more exposure to foreign languages, culture, humanities, and the arts than they currently are required to have (six hours). Using this rationale, this area has been expanded from six to twelve hours. Students can go into more depth with a foreign language if they wish to do so by taking as many as three courses of the same foreign language prefix. Currently, they may only take one course within the same foreign language. The hours for the greater emphasis on world languages, culture, humanities, and the arts was taken from the current institutional options (Area B) and from social sciences (Area E). Some courses currently in Area E may meet the learning outcomes for World Languages, Culture, Humanities, and the Arts and thus could be included in this area as well.
- V. Social Sciences – One of the areas of inquiry recommended by the task force was the social sciences. There is a strong emphasis on the social sciences in the proposed general education curriculum. In addition, many social science courses could potentially meet the learning objectives in IV or II above.

This proposal is the framework of a general education curriculum at the University of Georgia. If approved, departments will be encouraged to submit courses for inclusion in specific areas of the general education curriculum. If a submitted course meets the specific learning outcomes of an area, it will be included in that area. A course could potentially meet the learning outcomes of two areas and be included in both. However, students would only get credit in one of these areas.

This proposal contains one other recommendation from the Task Force on General Education concerning periodic review of courses included in the general education curriculum at the University of Georgia. Courses will be periodically reviewed to make sure they meet the learning outcomes of the specific areas within the general education curriculum.

Later, the University Curriculum Committee will submit proposals that enact other Task Force on General Education recommendations such as inclusion of 3000- and 4000-level courses in the general education curriculum and an inventory of how all courses on campus meet specific learning abilities specified by the Task Force such as communication through writing and speech, computer literacy, critical thinking, and moral reasoning.

Specific questions and frequently asked questions:

1) *Will the number of hours of general education change?* The number of hours required for general education has been 42 hours (Areas A-E) and will remain so under this proposed general education curriculum proposal. Although many would like additional courses to be required, there would be a negative impact on the curricula of individual majors if this number were changed.

2) *Will there be a University-wide foreign language requirement?* There will be no university-wide language requirements. Imposing a blanket language requirement for all schools and colleges would: a) not be a democratic way of proceeding; hence we thought

it best to encourage rather than impose, following the spirit of the Task Force report; and
b) imposing a blanket language requirement would, in purely practical terms, mean that certain schools and colleges affected would have to decrease their requirements in some other section(s) of their curriculum to stay within the required credit-hour limit for graduation.

3) *How will these proposed change individual major requirements?* These are proposed changes to the student's general education requirements (the first 42 hours of their matriculation at the University of Georgia) which will have no bearing on the requirements of individual majors. There will be no impact on individual majors (the last 78 hours of a student's program). The requirements of individual majors are left up to individual units through the normal curriculum process.

4) *Will these proposed changes affect faculty allocation among units?* There should be no faculty allocation changes because of these changes.

5) *If passed, when will the general education proposals go into effect?* If passed by University Council, these proposals would have to be approved by the Board of Regents. They would not go into effect until after their approval. Any students that enter the University under the existing core curriculum will continue under that curriculum. At the earliest, it would not see this being adopted until Fall 2008.

7) *There was a specific concern on the lack of mention of humanities.* Humanities were not mentioned in the original proposal. Area IV of the proposal was changed from "World Languages, Culture, Literature, and the Arts" to "World Languages, Culture, Humanities, and the Arts."

8) *Some of the faculty have concerns about a sample table that was provided to suggest how courses may fit in the new categories of the proposed general education curriculum.* They are concerned that courses are not listed in the correct category. The proposal is a framework for a general education curriculum for the University of Georgia. The courses

listed *in the sample* are a first approximation of where courses should go in each area.

Departments will be able to and will be encouraged to submit proposals to add their course to a specific area and it will be included if it meets the learning objective. If courses meet the learning objectives of two areas, they can be listed in two areas as well. See Appendix A for an example of how the current general education core and the proposed general education curriculum. *This is an approximation and if approved, final courses will be put in areas depending on learning outcomes of the area and the course.*

<http://www.curriculumsystems.uga.edu/UCC/core20comparison.pdf>

9) *What will be the impact on accredited programs?* If they meet the learning outcomes, specific courses can count in more than one area giving some of these programs needed flexibility. In the second phase, 3000-4000 level courses will be allowed to count in certain areas if they meet the learning outcomes and this will provide flexibility. Many of our students exempt out of foundation courses such as ENGL 1101 (only 40% of the students enroll in ENGL 1101) allowing many students additional flexibility.

Specifically for agricultural and biological engineering, the bulletin states that they prefer students to take SPCM 1100 and one CMLT or ENGL course. These students could take these courses in World Languages, Culture, Humanities, and the Arts. These majors do not list a preferred course in social sciences, indicating there are no specific courses they need.

10) *What will be the impact on Academic Enhancement courses?* The overall objective of the Task Force and these proposed changes was to increase the academic rigor of the general education curriculum. As important as academic enhancement courses are, they are not designed to increase the rigor of the curriculum. If these courses meet the learning objectives of a given area, they could be included. These courses can be taken from general electives

11) *Why isn't technology mentioned?* If a specific course related to technology met the learning objectives of a science, quantitative reasoning, or social science area, it could be

included in these areas. This may be better handled through an inventory of general education abilities which should be complete by the end of the academic year.

Appendix A – Comparison of existing core curriculum to the proposed general education curriculum. Colors in the right-hand column correspond to where courses would go from the existing core curriculum. This is a first iteration of the general education curriculum. If approved, courses would be placed in the specific areas depending on whether they met the learning outcomes of the area or not.

Existing Core Curriculum	Proposed General Education Curriculum
<p>Area A – Essential Skills (9 hrs)</p> <p>ENGL 1101 - English Composition I ENGL 1102 - English Composition II MATH 1101 - Introduction to Mathematical Modeling MATH 1113 - Precalculus MATH 2200 – Analytic Geometry and Calculus MATH 2200L – Differential Calculus Laboratory MATH 2250 - Calculus I for Science and Engineering</p>	<p>I. Foundation Courses (9 hrs)</p> <p>ENGL 1101 - English Composition I ENGL 1102 - English Composition II MATH 1101 - Introduction to Mathematical Modeling MATH 1113 - Precalculus MATH 2200 - Analytic Geometry and Calculus MATH 2200L - Differential Calculus Laboratory MATH 2250 - Calculus I for Science and Engineering</p>
<p>Area B – Institutional Options</p>	
<p>Area C – Humanities/Fine Arts (6 hrs)</p> <p><i>Fine Arts (0-3 hrs)</i></p> <p>ARHI 2100 - Monuments of World Art ARTS 2000 - Art Appreciation ARTS 2050 - Cultural Diversity in American Art DANC 2010 - Dance Appreciation DRAM 2000 - Appreciation of Dramatic Art DRAM 2120 - Introduction to Cinema DRAM 2130 - American Ethnic Cinema MUSI 2020 - Introduction to Music MUSI 2040 - History of Popular Music MUSI 2060 - History of Rock and Roll MUSI 2080 - African American Music</p> <p><i>Humanities (3-6 hrs)</i></p> <p>CLAS 1000 - Greek Culture CLAS 1010 - Roman Culture CLAS 1020 - Classical Mythology CLAS(LING) 2010 - The Nature of the English Vocabulary CMLT 2111 - World Literature I CMLT 2210 - Western World Literature I CMLT 2212 - World Literature II CMLT 2220 - Western World Literature II CMLT 2400 - Asian-American Literature CMLT 2500 - Comparative Ethnic American Literatures ENGL 2310 - English Literature from the Beginnings to</p>	<p>IV. World Languages and Culture, Humanities and the Arts (12 hrs)</p> <p><i>World Languages and Culture (9 hrs)</i></p> <p>CLAS 1000 - Greek Culture CLAS 1010 - Roman Culture CLAS 1020 - Classical Mythology CLAS(LING) 2010 - The Nature of the English Vocabulary GRMN 2300 - Introduction to German Culture Studies ITAL 2500 - Italian Culture LAND 2510 - History of the Built Environment I LAND 2520 -History of the Built Environment II LING 2100 - The Study of Language PHIL 1000 - Introduction to Philosophy PHIL 1500 - Logic and Critical Thinking PHIL 2200 - Introduction to Ethics PHIL 2400 - Philosophy, Science, and Nature RELI 1001 - Introduction to Judaism, Christianity, and Islam RELI 1002 - Introduction to the Religions of India, China, and Japan RELI 1003 - Introduction to Religious Thought RELI 1006 - Religions of the World RELI 2004 - Introduction to Religion in Native American Cultures RELI(AFAM) 2005 - African American Religions: An Introduction ROML 2550 - Latino Literature, Language, and Culture RUSS 2050 - Modern Russian Culture</p>

<p>1700 ENGL 2320 - English Literature from 1700 to the Present ENGL 2330 - American Literature from the Beginnings to 1865 ENGL 2340 - American Literature from 1865 to the Present ENGL 2400 - Multicultural Literature in America GRMN 2300 - Introduction to German Culture Studies ITAL 2500 - Italian Culture LAND 2510 - History of the Built Environment I LAND 2520 - History of the Built Environment II LING 2100 - The Study of Language PHIL 1000 - Introduction to Philosophy PHIL 1500 - Logic and Critical Thinking PHIL 2200 - Introduction to Ethics PHIL 2400 - Philosophy, Science, and Nature RELI 1001 - Introduction to Judaism, Christianity, and Islam RELI 1002 - Introduction to the Religions of India, China, and Japan RELI 1003 - Introduction to Religious Thought RELI 1006 - Religions of the World RELI 2004 - Introduction to Religion in Native American Cultures RELI(AFAM) 2005 - African American Religions: An Introduction ROML 2550 - Latino Literature, Language, and Culture RUSS 2050 - Modern Russian Culture SPAN 2550 – Latino Literature, Language, and Culture SPCM 1100 - Introduction to Public Speaking SPCM 1500 - Introduction to Interpersonal Communication Foreign Language Courses</p>	<p>SPAN 2550 – Latino Literature, Language, and Culture SPCM 1100 - Introduction to Public Speaking SPCM 1500 - Introduction to Interpersonal Communication Foreign Language Courses</p> <p><i>Humanities and the Arts (3 hrs)</i></p> <p>ARHI 2100 - Monuments of World Art ARTS 2000 - Art Appreciation ARTS 2050 - Cultural Diversity in American Art CMLT 2111 - World Literature I CMLT 2210 - Western World Literature I CMLT 2212 - World Literature II CMLT 2220 - Western World Literature II CMLT 2400 - Asian-American Literature CMLT 2500 - Comparative Ethnic American Literatures DANC 2010 - Dance Appreciation DRAM 2000 - Appreciation of Dramatic Art DRAM 2120 - Introduction to Cinema DRAM 2130 - American Ethnic Cinema ENGL 2310 - English Literature from the Beginnings to 1700 ENGL 2320 - English Literature from 1700 to the Present ENGL 2330 - American Literature from the Beginnings to 1865 ENGL 2340 - American Literature from 1865 to the Present ENGL 2400 - Multicultural Literature in America MUSI 2020 - Introduction to Music MUSI 2040 - History of Popular Music MUSI 2060 - History of Rock and Roll MUSI 2080 - African American Music</p>
<p>Area D-Science, Mathematics, and Technology (10-11 hrs)</p> <p><i>Four-hour Science Course With laboratory (4-8 hrs)</i></p> <p>ASTR 1010 - Astronomy of the Solar System ASTR 1010L - Astronomy of the Solar System Laboratory ASTR 1020 - Stellar and Galactic Astronomy ASTR 1020L - Stellar and Galactic Astronomy Laboratory BIOL 1103 - Basic Concepts in Biology BIOL 1103L - Concepts in Biology Laboratory BIOL 1104 - Organismal Biology BIOL 1104L - Organismal Biology Laboratory</p>	<p>II. Sciences (7-8 hrs)</p> <p><i>At least one of the physical science or life science courses must include a laboratory.</i></p> <p><i>Physical Sciences (3-4 hrs)</i></p> <p>ASTR 1010 - Astronomy of the Solar System ASTR 1010L - Astronomy of the Solar System Laboratory ASTR 1020 - Stellar and Galactic Astronomy ASTR 1020L - Stellar and Galactic Astronomy Laboratory ASTR 1420 - Life in the Universe ASTR 1660 - History of Astronomy ASTR 1870 - Black Holes CHEM 1110 - Elementary Chemistry CHEM 1110L - Elementary Chemistry Laboratory</p>

<p>BIOL 1107-1107L - Principles of Biology I BIOL 1108-1108L - Principles of Biology II CHEM 1110 - Elementary Chemistry CHEM 1110L - Elementary Chemistry Laboratory CHEM 1211 - Freshman Chemistry I CHEM 1211L - Freshman Chemistry Laboratory I CHEM 1212 - Freshman Chemistry II CHEM 1212L - Freshman Chemistry Laboratory II CHEM 1411 - Advanced Modern Chemistry I CHEM 1411L - Advanced Modern Chemistry Laboratory I CHEM 1412 - Advanced Modern Chemistry II CHEM 1412L - Advanced Modern Chemistry Laboratory II CHEM 2100 - Elementary Organic Chemistry CHEM 2100L - Elementary Organic Chemistry Laboratory CHEM 2211 - Modern Organic Chemistry I CHEM 2211L - Modern Organic Chemistry Laboratory I CHEM 2212 - Modern Organic Chemistry II CHEM 2212L - Modern Organic Chemistry Laboratory II CSCI 1301-1301L - Introduction to Computing and Programming ECOL 1000-1000L - Ecological Basis of Environmental Issues GEOG 1111 - Introduction to Physical Geography GEOG 1111L - Introduction to Physical Geography Laboratory GEOG 1112 - Introduction to Weather and Climate GEOG 1112L - Introduction to Weather and Climate Laboratory GEOG 1113 - Introduction to Landforms GEOG 1113L - Introduction to Landforms Laboratory GEOG 1125 - Resources, Society, and the Environment GEOL 1121 - Earth Processes and Environments GEOL 1121L - Earth Processes and Environments Laboratory GEOL 1122 - Earth's History of Global Change GEOL 1122L - Earth's History of Global Change Laboratory GEOL 1250-1250L - Physical Geology GEOL 1260-1260L - Historical Geology MARS 1010-1010L - The Marine Environment MARS 1020-1020L - Biology of the Marine Environment P BIO 1210 - Principles of Plant Biology P BIO 1210L - Principles of Plant Biology Laboratory P BIO 1220 - Organismal Plant Biology P BIO 1220L - Organismal Plant Biology Laboratory PHYS 1111-1111L - Introductory Physics-Mechanics, Waves, Thermodynamics PHYS 1112-1112L - Introductory Physics-Electricity and Magnetism, Optics in Physics</p>	<p>CHEM 1211 - Freshman Chemistry I CHEM 1211L - Freshman Chemistry Laboratory I CHEM 1212 - Freshman Chemistry II CHEM 1212L - Freshman Chemistry Laboratory II CHEM 1411 - Advanced Modern Chemistry I CHEM 1411L - Advanced Modern Chemistry Laboratory I CHEM 1412 - Advanced Modern Chemistry II CHEM 1412L - Advanced Modern Chemistry Laboratory II CHEM 2100 - Elementary Organic Chemistry CHEM 2100L - Elementary Organic Chemistry Laboratory CHEM 2211 - Modern Organic Chemistry I CHEM 2211L - Modern Organic Chemistry Laboratory I CHEM 2212 - Modern Organic Chemistry II CHEM 2212L - Modern Organic Chemistry Laboratory II GEOG 1111 - Introduction to Physical Geography GEOG 1111 - Introduction to Physical Geography GEOG 1111L - Introduction to Physical Geography Laboratory GEOG 1112 - Introduction to Weather and Climate GEOG 1112 - Introduction to Weather and Climate GEOG 1112L - Introduction to Weather and Climate Laboratory GEOG 1113 - Introduction to Landforms GEOG 1113 - Introduction to Landforms GEOG 1113L - Introduction to Landforms Laboratory GEOG 1125 - Resources, Society, and the Environment GEOL 1121 - Earth Processes and Environments GEOL 1121 - Earth Processes and Environments GEOL 1121L - Earth Processes and Environments Laboratory GEOL 1122 - Earth's History of Global Change GEOL 1122 - Earth's History of Global Change GEOL 1122L - Earth's History of Global Change Laboratory GEOL 1250-1250L - Physical Geology GEOL 1260-1260L - Historical Geology MARS 1010-1010L - The Marine Environment PHYS 1010 - Physical Science PHYS 1111-1111L - Introductory Physics-Mechanics, Waves, Thermodynamics PHYS 1112-1112L - Introductory Physics-Electricity and Magnetism, Optics in Physics PHYS 1211-1211L - Introductory Physics for Science and Engineering Students-Mechanics, Waves, Thermodynamics PHYS 1212-1212L - Introductory Physics for Science and Engineering Students-Electricity and Magnetism, Optics, Modern Physics</p> <p><i>Life Sciences (3-4 hrs)</i></p>
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<p>PHYS 1211-1211L - Introductory Physics for Science and Engineering Students-Mechanics, Waves, Thermodynamics</p> <p>PHYS 1212-1212L - Introductory Physics for Science and Engineering Students- Electricity and Magnetism, Optics, Modern Physics</p> <p><i>Three-hour science course Without laboratory (0-3hrs)</i></p> <p>ASTR 1010 -Astronomy of the Solar System ASTR 1020 - Stellar and Galactic Astronomy ASTR 1420 - Life in the Universe ASTR 1660 - History of Astronomy ASTR 1870 - Black Holes BIOL 1103 - Basic Concepts in Biology GEOG 1111 - Introduction to Physical Geography GEOG 1112 - Introduction to Weather and Climate GEOG 1113 - Introduction to Landforms GEOG 1125 - Resources, Society, and the Environment GEOL 1121 - Earth Processes and Environments GEOL 1122 - Earth's History of Global Change LAND 1000 - Ecological Basis of Environmental Issues PBIO 1210 - Principles of Plant Biology PBIO 1220 - Organismal Plant Biology PHYS 1010 - Physical Science</p>	<p>BIOL 1103 - Basic Concepts in Biology BIOL 1103 - Basic Concepts in Biology BIOL 1103L - Concepts in Biology Laboratory BIOL 1104 - Organismal Biology BIOL 1104L - Organismal Biology Laboratory BIOL 1107-1107L - Principles of Biology I BIOL 1108-1108L - Principles of Biology II ECOL 1000-1000L - Ecological Basis of Environmental Issues LAND 1000 - Ecological Basis of Environmental Issues LAND 1000 - Ecological Basis of Environmental Issues MARS 1020-1020L - Biology of the Marine Environment PBIO 1210 - Principles of Plant Biology PBIO 1210 - Principles of Plant Biology PBIO 1210L - Principles of Plant Biology Laboratory PBIO 1220 - Organismal Plant Biology PBIO 1220 - Organismal Plant Biology PBIO 1220L - Organismal Plant Biology Laboratory</p>
<p><i>Science, Mathematics or Technology Courses (3-4hrs)</i></p> <p>BIOL 1108-1108L - Principles of Biology II CHEM 1212 - Freshman Chemistry II CHEM 1212L - Freshman Chemistry Laboratory II CSCI 1100-1100L - Introduction to Personal Computing CSCI 1210 - Introduction to Computational Science CSCI 1301-1301L - Introduction to Computing and Programming MATH 1060 - Mathematics of Decision Making MATH 1113 - Precalculus MATH 2200 - Analytic Geometry and Calculus MATH 2200L - Differential Calculus Laboratory MATH 2210 - Integral Calculus MATH 2210L - Integral Calculus Laboratory MATH 2250 - Calculus I for Science and Engineering MATH 2260 - Calculus II for Science and Engineering PBIO 1220 - Organismal Plant Biology PBIO 1220L - Organismal Plant Biology Laboratory PHIL 2500 - Symbolic Logic PHYS 1111-1111L - Introductory Physics-Mechanics, Waves, Thermodynamics PHYS 1112-1112L - Introductory Physics-Electricity and Magnetism, Optics in Physics PHYS 1211-1211L - Introductory Physics for Science and</p>	<p>III. Quantitative Reasoning (3-4 hrs)</p> <p>CSCI 1100-1100L - Introduction to Personal Computing CSCI 1210 - Introduction to Computational Science CSCI 1301-1301L - Introduction to Computing and Programming MATH 1060 - Mathematics of Decision Making MATH 1113 - Precalculus MATH 2200 - Analytic Geometry and Calculus MATH 2200L - Differential Calculus Laboratory MATH 2210 - Integral Calculus MATH 2210L - Integral Calculus Laboratory MATH 2250 - Calculus I for Science and Engineering MATH 2260 - Calculus II for Science and Engineering PHIL 2500 - Symbolic Logic STAT 2000 - Elementary Statistics STAT 2210 - Introduction to Statistics and Computing</p>

<p>Engineering Students- Mechanics, Waves, Thermodynamics PHYS 1212-1212L - Introductory Physics for Science and Engineering Students- Electricity and Magnetism, Optics, Modern Physics STAT 2000 - Elementary Statistics STAT 2210 - Introduction to Statistics and Computing</p>	
<p>Area E – Social Sciences (12 hrs)</p> <p>AAEC 2580 - Applied Microeconomic Principles AFAM 2000 - Introduction to African American Studies ANTH 1102 - Introduction to Anthropology ANTH(NAMS) 2310 - Archaeology of Georgia CLAS(ANTH) 2000 - Introduction to Classical Archaeology ECON 2100 - Economics of Environmental Quality ECON 2105 - Principles of Macroeconomics ECON 2106 - Principles of Microeconomics ECON 2200 - Economic Development of the United States GEOG 1101 - Human Geography: People, Places, and Cultures GEOG 1103 - Cultural Geography of the United States GEOG 1125 - Resources, Society, and the Environment HIST 2051 - Multiculturalism in Early America HIST(AFST) 2052 - Multiculturalism in Modern America HIST 2111-American History to 1865 HIST 2112 -American History Since 1865 HIST 2221 - Latin American Civilization to 1800 HIST 2222 - Latin American Civilization Since 1800 HIST 2301 - History of Western Society to 1500 HIST 2302 - History of Western Society Since 1500 HIST(AFST) 2501 - Introduction to African History to 1800 HIST 2502 - Survey of African History Since 1800 HIST 2601 - East Asian Civilizations I HIST 2602 - East Asian Civilizations II HIST 2701 - World Civilizations I HIST 2702 - World Civilizations II LAND 1500 - Design and the Environment POLS 1101 - American Government PSYC 1101 - Elementary Psychology SOC 1101 - Introductory Sociology SOC(AFAM) 2020 - African American Society SOC 2600 - Social Problems SOC(AFAM) 2820 - Race and Ethnicity in America SPCM 1010 - Communication in Human Society WMST 1110 - Multicultural Perspectives on Women in the United States WMST 2010 - Introduction to Women's Studies</p>	<p>V. Social Sciences (9 hrs)</p> <p>AAEC 2580 - Applied Microeconomic Principles AFAM 2000 - Introduction to African American Studies ANTH 1102 - Introduction to Anthropology ANTH(NAMS) 2310 -Archaeology of Georgia CLAS(ANTH) 2000 - Introduction to Classical Archaeology ECON 2100 - Economics of Environmental Quality ECON 2105 - Principles of Macroeconomics ECON 2106 - Principles of Microeconomics ECON 2200 - Economic Development of the United States GEOG 1101 - Human Geography: People, Places, and Cultures GEOG 1103 - Cultural Geography of the United States GEOG 1125 - Resources, Society, and the Environment HIST 2051 - Multiculturalism in Early America HIST(AFST) 2052 - Multiculturalism in Modern America HIST 2111-American History to 1865 HIST 2112 -American History Since 1865 HIST 2221 - Latin American Civilization to 1800 HIST 2222 - Latin American Civilization Since 1800 HIST 2301 - History of Western Society to 1500 HIST 2302 - History of Western Society Since 1500 HIST(AFST) 2501 - Introduction to African History to 1800 HIST 2502 - Survey of African History Since 1800 HIST 2601 - East Asian Civilizations I HIST 2602 - East Asian Civilizations II HIST 2701 - World Civilizations I HIST 2702 - World Civilizations II LAND 1500 - Design and the Environment POLS 1101 - American Government PSYC 1101 - Elementary Psychology SOC 1101 - Introductory Sociology SOC(AFAM) 2020 - African American Society SOC 2600 - Social Problems SOC(AFAM) 2820 - Race and Ethnicity in America SPCM 1010 - Communication in Human Society WMST 1110 - Multicultural Perspectives on Women in the United States WMST 2010 - Introduction to Women's Studies</p>
<p>Area F – Courses Related to Program of Study (18 hrs)</p>	<p>Courses Related to Program of Study (18 hrs)</p>

Appendix B – List of References and Background Information

Task Force on General Education and Student Learning

(<http://www.uga.edu/provost/tskfrcrpt05.pdf>)

Association of American Colleges and Universities entitled "Greater Expectations," (to see the report: <http://www.greaterexpectations.org/>)

Business-Higher Education Forum entitled "Building a Nation of Learners"

(http://www.visions2020.gov/Reports/BHEF/2003_build_nation.pdf?pubID=285)

Harvard University Curriculum Review

(<http://www.fas.harvard.edu/curriculum-review/>)

2005 Academic Affairs Symposium

(http://teachingacademy.uga.edu/events/faculty_symposium_05/index.htm)

University of Georgia Core Curriculum

(<http://www.curriculumsystems.uga.edu/Policies/GeneralEducationOutcomesPolicy.pdf> ;

<http://bulletin.uga.edu/bulletin/prg/index.html>)

University System Core from the Board of Regents

(<http://www.usg.edu/regents/policymanual/300.phtml>)

GENERAL EDUCATION CURRICULUM

Academic Affairs Policy Statement No. 14

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. Definition

General education at the University of Georgia should result in students who are engaged, discerning, independent, and intentional learners. Graduates should recognize how knowledge is constructed in each area of inquiry rather than cover a static body of facts.

3. University of Georgia General Education Curriculum

The general education curriculum provides the foundation for future studies by introducing students to a liberal education and providing instruction which engages both student 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:
Precalculus

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

II. Sciences (7-8 hours)

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.

Physical Sciences (3-4 hours)

- Ability to understand basic scientific principles, theories, and laws as they apply to scientific disciplines
- Ability to discern the role in and impact of science on society, identify and properly use appropriate technologies for scientific inquiry and communication including collecting and analyzing scientific data
- Ability to understand the physical universe and science's relationship to it, and understand the scope and limits on the appropriateness of scientific inquiry to physical phenomena.

Life Sciences (3-4 hours)

- Ability to understand basic scientific principles, theories, and laws as they apply to scientific disciplines
- Ability to discern the role in and impact of science on society, identify and properly use appropriate technologies for scientific inquiry and communication including collecting and analyzing scientific data
- Ability to understand how living systems function and the relationship amongst living organisms in the environment, and to apply societal ethics to scientific inquiry 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, 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

- Ability to model situations from a variety of settings in generalized mathematical forms
- Ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems
- Ability to solve multiple-step problems through different (inductive, deductive and symbolic) modes of reasoning
- Ability to properly use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations
- Ability to shift among the verbal, numeric, graphical and symbolic modes of considering relationships
- Ability to 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
- Ability to employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe
- Ability to discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life.

IV. World Languages, Culture, Humanities, and the Arts (12 hours)

World Languages, Culture, Literature, and the Arts will be characterized by an understanding and appreciation of the world from different linguistic, cultural, literary and aesthetic perspectives. Participation in Language Communities, Practicum in Service Learning, and Study Abroad Programs are highly desirable components of the learning process that will enable students to communicate successfully in an increasingly cosmopolitan society, and to engage successfully and competently with a globally connected society.

World Languages and Culture (9 hours)

- Ability to appreciate and respect commonality and diversity among people and cultures;
- Ability to better understand one's own culture through the study of world cultures and different critical perspectives;
- Ability to contribute to the well-being of a globally connected society;
- Ability to practise learning outcomes in real-life situations;
- Ability to understand that learning, especially language learning, is not a finite process, but a life-long commitment;
- Ability to appreciate and pursue the common good over self interest.
- Ability to communicate with others, both verbally and nonverbally, in an articulate, clear and coherent manner.

Humanities and the Arts (3 hours)

- Ability to recognize the aesthetic qualities of literature and the arts as valid and meaningful expressions of the human experience;
- Ability to discern the impact and role of artistic and literary production and achievement upon the formation and development of world societies;
- Ability to discern the impact and role of literature and the arts upon our understanding of the human condition.

V. Social Sciences (9 hours)

Social Sciences will be characterized by knowledge and application competencies in such academic disciplines as Psychology, History, Sociology, Political Science, Economics, and other areas. 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.

- Ability to relate local, national, and global social policy
- Ability to identify and analyze both contemporary and historical perspectives on contemporary issues
- Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups
- Ability to relate the contributions of groups and individuals to the history of ideas and belief systems
- Ability to 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.