On 15 September 2005, Provost Mace requested the University Curriculum Committee examine the Task Force on General Education and Student Learning Report and recommend action on specific sections that relate to curriculum issues. This report was assigned to the General Education Subcommittee to examine. The General Education Subcommittee met bi-monthly during the Fall Semester 2005 to examine the recommendations concerning curriculum.

**General Education Abilities:**
Several recommendations fall into the general education abilities category described in the Task Force report. Recommendation I.2.5 states that the University of Georgia should institute a new general education requirement in moral reasoning where students must analyze the construction of rules of ethical behavior. Recommendation I.2.2 states that the University should expand the current system designating selected classes as “writing intensive” or containing a “writing component.” Recommendation I.2.8 states that faculty should include in their classes, where appropriate, formal oral presentations, exercises that engage students in oral arguments, and classroom discussions. The subcommittee titled these task force recommendations, based on the Board of Regents report on Student Learning Outcomes, as follows: 1) **Communicate effectively through writing**, 2) **Communicate effectively through speech**, 3) **Computer Literacy**, 4) **Critical Thinking** (engage in complex thought, analysis, and reasoning), and 5) **Moral Reasoning**.

After careful review of the report, the existing general education learning outcomes, and Board of Regents guidelines, the subcommittee developed specific learning outcomes for each of these abilities. The plan is for the University Curriculum Committee to compile an inventory of undergraduate courses that meet the aforementioned abilities. If a course meets a minimum of three of the listed learning outcomes for one of these abilities, the course could be considered as meeting the general education learning outcomes for the University of Georgia. The inventory will be incorporated into the CAPA database system that will allow queries for faculty to use when considering program changes and to provide additional data for meeting accreditation requirements.

**New General Education Core Curriculum:**
Several of the report recommendations apply to the General Education curriculum referred to as “areas of inquiry” within the report and to UGA’s existing core curriculum. The subcommittee defined learning outcomes by examining the Task Force recommendations, existing general education requirements, and Board of Regents general education guidelines and learning outcomes. The subcommittee recommends that the new General Education Core fall into the following categories:

- **Essential Skills**
- **Sciences**, including physical sciences and life sciences,
- **Quantitative Reasoning**,  
- **World Languages, Culture, and the Arts** which will have subcategories of world languages and culture and literature and the arts, and  
- **Social Sciences**
Recommendation I.2.6 states that the University of Georgia should expand the scope of the general education requirement in mathematics to two courses with a significant quantitative component. The subcommittee will recommend a proposed new General Education Core that will include two courses with a significant quantitative component.

Recommendation I.1.1 states that each course syllabus and CAPA course application should contain a statement describing how course objectives meet the general education goals identified in this report. The committee recommends that only courses in the general education curriculum contain a statement describing how the course objectives meet specific general education goals. These goals include either general education abilities identified in the report or learning outcomes for a specific area or areas of the General Education Core Curriculum. There will be many courses at the University of Georgia that will not be included in the general education curriculum. Recommendation I.1.5 states that 3000- and 4000-level courses should be allowed to count towards a student’s general education requirement. The subcommittee recommends that any course that satisfies the learning outcomes for general education abilities or the general education core, including 3000- and 4000-level courses, will satisfy the general education requirement.

Recommendation I.1.2 suggested the General Education subcommittee implement procedures for the periodic review of courses used to meet general education requirements to ensure that they adequately satisfy the general education learning goals. The General Education Subcommittee will vote to change Academic Affairs Policy Statement #14 to require periodic review of courses that meet general education requirements. The inventory of general education abilities of all undergraduate courses will be very useful in meeting this goal as well.

Recommendation I.2.3 suggested that the University of Georgia establish the expectation that graduating students be able to communicate effectively in a second language. The General Education Subcommittee recommends that due to constraints of credit hour requirements for majors, accreditation requirements, and resource limitations on departments offering foreign language courses, each college or school be encouraged to determine the foreign language requirements of students enrolled in their programs.

Recommendation I.2.9 suggested that faculty include, when possible, class opportunities for collaborative learning. The General Education Subcommittee decided that this recommendation was outside of the realm of general education and has made no recommendation.

Recommendation II.2.2 suggested that the University of Georgia renew efforts to implement the University Curriculum Committee’s recommendation to develop and implement a “plus-minus” grading system. Provost Mace is working with the Board of Regents and other University System institutions on adopting this proposal as a pilot project.