



## **Learning Objectives and Tagging Guidelines for the General Education Requirements**

This document includes the learning objectives and tagging guidelines for the General Education Requirements that were approved by the Emory College faculty in December 2021 and that take effect for new students entering in the fall 2023 semester.

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## SUCCESS AT EMORY

*Three one-credit courses that must be completed in the first year.*

**Description:** All first-year students in Emory College are required to complete a set of three courses, jointly helping them achieve “Success at Emory” during their first year at Emory. This timed requirement supports the transition to Emory by helping students to develop skills for academic and personal success. It builds community among incoming students while familiarizing them with the liberal arts process and showcasing the importance of health and well-being.

This requirement includes ECS 101: The Emory Edge, HLTH 100: It’s Your Health & Wellbeing, and one course in Physical Education. ECS 101 focuses on academic success (helping students understand the college curriculum, requirements, opportunities, and policies). HLTH 100 focuses on wellness and health (promoting positive mental and physical health practices). The final component is a physical activity course.

## EXPLORATION: OVERVIEW

*Courses must be completed in the first two years.*

**Description:** Exploration courses ensure that students take courses in a variety of fields, across the liberal arts curriculum. These courses are the foundation of the general education experience, giving students experience in a variety of academic areas at the outset of their studies at Emory, and introducing them to different intellectual approaches, tools, and evidence. Because this area serves as the foundation for students' academic work, students must complete these requirements in their first four regular semesters at Emory.

### General Tagging Guidelines for Exploration Courses

1. Course Level: Because students will be taking courses in their first and second year at Emory, the course level needs to be appropriate for students at that level of study.
  - a. Courses tagged for Exploration should generally be introductory courses at the 100- or 200-level. For courses beyond the 200 level, the department or program must explain why the course is appropriate as general education for first and second-year students.
  - b. Most courses will not have pre-requisites because students taking Exploration courses are beginning their studies at Emory. However, departments and programs should keep in mind that some students with AP, IB, or college-level transfer credit may be able to start at the intermediate level in some fields. Courses appropriate to these somewhat more advanced students should be tagged.
  - c. As many as two-thirds of the students enrolled in courses in any given area will not be majoring or minoring in that area, and many may not have the same preparation in a field that prospective majors will have. Departments and programs also need to offer truly introductory options for these students with minimal previous coursework in an area.
2. Number of Course Tags: Exploration courses can be tagged with at most one Exploration area. However, an Exploration course may also carry a Race and Ethnicity tag and/or a Continued Communication tag.

## EXPLORATION: HUMANITIES & ARTS

*One course, which must be completed in the first two years.*

**Description:** The humanities & arts use historical, philosophical, and artistic approaches to study the human condition. In the humanities, students analyze and interpret philosophical, religious, literary, and/or artistic works, and examine the foundations of human experience. In the arts, students analyze, interpret, and produce original works of creative writing, visual arts, theater, film, music, dance, or work in other media, and examine human experience through creative processes.

### **Objectives**

*Courses must include at least two of these objectives.*

Students will:

1. Demonstrate knowledge of a course topic including the historical, social, cultural, and/or philosophical contexts, including how these questions have been addressed from the perspective of a given academic discipline.
2. Understand that texts and/or objects can be critically interpreted in different ways, and develop an ability to marshal evidence to support an interpretation.
3. Produce humanistic or artistic work with subject-appropriate skills, goals, and understandings of historical and cultural contexts.
4. Demonstrate an ability to critically analyze texts, works of art, and/or visual objects, with understanding, precision, and insight into the works and their contexts.

## EXPLORATION: SOCIAL SCIENCE

*One course, which must be completed in the first two years.*

**Description:** Social Science courses focus on the human behavior, including the interaction of individuals and groups, within structured political, social, cultural, and economic systems. Social science courses place emphasis on inquiry through the development and empirical evaluation of theoretical explanations for such behaviors and interactions.

### Objectives

*Courses must include at least two of these objectives.*

Students will:

1. Demonstrate understanding about:
  - individual and/or group behavior in a variety of societies and contexts; and/or,
  - how political, social, cultural, or economic dimensions function in a variety of societies and contexts.
2. Recognize, through practice and application, the advantages and challenges of applying the scientific method in the social sciences.
3. Understand the role of theory in guiding social science research and knowledge acquisition and accumulation.
4. Recognize a variety of methods, qualitative and quantitative, (e.g. interviews, statistics, experiments, textual analysis) for evaluating and developing theories, and/or critiquing and advancing bodies of knowledge.

## EXPLORATION: NATURAL SCIENCE

*One course, which must be completed in the first two years.*

**Description:** Natural Sciences explore the physical, chemical, biological, and theoretical foundations of the world we live in. Courses in this area focus on how scientists study, explain, and describe the natural world. Students will learn fundamental principles about the natural world, along with the practice of scientific inquiry and methodology.

### **Objectives**

*Courses must include at least three of these objectives.*

Students will:

1. Use measurements of the natural world to draw evidence-based conclusions.
2. Develop and/or use models to analyze data and predict outcomes.
3. Describe the natural world using explanatory knowledge.
4. Generate hypotheses or predictions about the natural world and human life.
5. Apply scientific methodologies to test hypotheses or predictions about the natural world and human life.

## EXPLORATION: QUANTITATIVE REASONING

*One course, which must be completed in the first two years.*

**Description:** Quantitative Reasoning allows students to think about and engage with numerical data across academic disciplines and interdisciplinary programs. These approaches utilize a combination of inductive, deductive, mathematical, or statistical approaches. Courses meeting this requirement will expose students to mathematical tools and/or the principles governing logical inference, the rationale behind prediction, risk, decision making, and estimation, and the fundamental mathematical principles governing physical and natural laws.

### Objectives

*Courses must include at least two objectives, with at least one objective coming from each of the following two groups.*

### Methods and Implementation Objectives

Students will:

- Describe ideas mathematically.
- Demonstrate competency using one of the following: algorithms; programming; formal rules of inference or inductive reasoning; or statistical inference.
- Employ computational thinking (decomposition, pattern recognition, abstraction, and algorithms) to approach complex problems.
- Undertake quantitative analysis of data.

### Limits and Applications Objectives

Students will:

- Communicate data analysis results effectively.
- Appropriately apply mathematical tools to model social, scientific or cultural phenomena.
- Recognize the limits of data analysis.
- Recognize the limits of quantitative modeling.
- Construct an argument properly using symbolic language.
- Apply quantitative reasoning to select appropriate models of phenomena or data analysis.
- Measure, manage, and manipulate complex data sets.

## EXPRESSION & COMMUNICATION: OVERVIEW

**Description:** Communication-intensive courses are designed to improve communication skills through frequent writing, speaking, listening, and designing across academic and non-academic situations. Teachers across discourse communities encourage, guide, and communicate high standards to students through instruction and example.

Communication-intensive classes focus on both the product and the process of developing appropriate and effective communication skills. Learning to be an ethical communicator is a focus of the courses, and instruction (materials, assignments, feedback) is designed to foster this growth in students.

**Overall Learning Objectives:** Through the Expression and Communication Requirement, Emory, students will be:

- **Knowledgeable Communicators.** Students practice the process of inquiry and knowledge production within a community, sharing their findings with academic or public audiences.
- **Ethical Communicators.** Students practice communicating ethically for real-world problems and situations, with a developing understanding of how discourse shapes and is shaped by communities.
- **Flexible Communicators.** Students practice communication in different genres and modes for a variety of audiences, purposes, and contexts.

## **EXPRESSION & COMMUNICATION: FIRST-YEAR COMMUNICATION**

*One course, which must be completed in the first year and may be fulfilled with AP or IB credit.*

### **Objectives**

1. Students compose texts in multiple genres, using multiple modes with attention to rhetorical situations.
2. As they undertake scholarly inquiry and produce their own arguments, students summarize, analyze, synthesize, and evaluate the ideas of others.
3. Students understand and practice writing as a process, recursively implementing strategies of research, drafting, revision, editing, and reflection.

## EXPRESSION & COMMUNICATION: FIRST-YEAR SEMINAR

*One course, which must be completed in the first year. This requirement is waived for transfer students.*

### **Objectives**

*Courses must meet the first objective and at least one additional objective.*

1. Students contribute to the seminar's inquiry through oral discussion of texts and materials.

*Choice of at least one more objective:*

2. Students adapt to and critically evaluate formal and informal speaking situations and multiple audiences.
3. Students demonstrate awareness of ethical dimensions related to orally representing evidence and the work of others, and to communicating within and across communities.
4. Students use verbal and nonverbal resources and manage constraints to effectively communicate to a specified audience.

## EXPRESSION & COMMUNICATION: CONTINUED COMMUNICATION

*Two courses, which must be completed before graduating from Emory.*

### Tagging Guidelines for Continued Communication Courses

All syllabi approved for the Continued Communication Requirement should contain:

1. Continued Communication Student Learning Outcomes. One outcome is required on all syllabi, and the instructor has a choice for another outcome from the approved list (at minimum). These outcomes should appear on the syllabus along with the content-driven outcomes for the course.
2. Evidence that communication is taught as a process in the course (examples below):
  - Communication assignment(s) scaffolded into course, divided into stages to allow for student development and practice.
  - Peer and/or instructor feedback on communication assignment(s).
  - Revision required on at least one major assignment.
  - Student reflection on their communication processes and products.
3. Communication assignments that are not just tacked on but are integral to learning and practicing the content of the course. Communication learning is included in the course description. Evidence of this integration might include:
  - Brief descriptions of communication-rich assignments (a few sentences to a full assignment sheet). At minimum, two different modes or genres of communication should be included in the course (see examples of communication assignments).
  - Communication assignments should be used throughout the semester, and courses should include at minimum three communication assignments. These three assignments might be part of a larger, semester-long project that includes such items as developing an annotated bibliography, a proposal, a presentational infographic, or a website, for example. The three assignments might also be discrete communication events, such as a mini-research presentation, a group digital poster, a complete set of interview notes with a reflective memo, a scientific research article, an arts review, and/or a performance event with reflection project.
  - Assessment of communication assignments should comprise at least 40% of the final grade.

## **Objectives**

*Courses must meet the first objective and at least one additional objective.*

1. Students use communication as a form of inquiry, invention, and reflection.

*Choice of at least one more objective:*

2. Students communicate effectively for specified audiences in more than one genre, medium, or mode, such as written, oral, or visual modes.
3. Students use formal communication to contribute to a conversation in a discipline, profession, or field of study.
4. Students demonstrate critical awareness of the ethical, rhetorical, and/or ideological dimensions of communicating within and across communities.

## **BUILDING COMMUNITY: OVERVIEW**

**Description:** Building Community courses foster connections, relationships, and understanding within and between diverse communities by encouraging students to reflect upon those to which they belong and those with whom they interact on many levels, from local to international settings. During their first three years at Emory, students are required to take one course in these two categories: Race & Ethnicity and Intercultural Communications. These courses must be completed before a student gains senior standing.

## BUILDING COMMUNITY: RACE & ETHNICITY

*One course, which must be completed by the end of the third year.*

**Description:** The Race and Ethnicity requirement provides students with opportunities to consider racial, ethnic, and cultural dynamics; political, economic and social exclusions; and social difference, inequality and identity more generally, to gain an awareness of how these affect structural inequality amongst individuals and communities. The requirement focuses on understanding how historical, political, and cultural processes, as well as literary and aesthetic forces, among a range of factors, shape concerns about race, ethnicity, and immigration—both domestically and in the global arena. Courses offered in this area should examine the processes and/or consequences of historical, political, or social power dynamics among historically marginalized and dominant populations in society, and in addition to race and ethnicity, may optionally further engage analysis of such factors such as language, religion, class, ability, nationality, sexuality, age, and gender.

While courses fulfilling this requirement may originate in any discipline or department, they share a common commitment to exploring the many ways that race and ethnicity shape our world and affect our understanding of it.

### Notes from the Implementation Committee

Course Focus: A holistic approach to Race and Ethnicity needs to be a primary focus of courses approved for this requirement. Because racial and ethnic antagonisms and inequality are never "genderless", existing outside socioeconomic exigencies, nor without sexuality, course syllabi submitted to meet the Race and Ethnicity General Education Requirement should consider gender, sexuality, and class as inextricably linked to race and ethnicity. For example, when looking at the experience of African Americans, the group is not singular, nor are their experiences homogenous. The committee also reminds faculty that they may include global perspectives on race and ethnicity. The Committee hopes to see courses from a variety of disciplines and perspectives. An instructor can demonstrate that race and ethnicity are a primary focus in the course in a number of ways. Here are some examples, though there may be other ways to demonstrate this as well:

1. Course hours: more than half of course meetings are focused on race and ethnicity as topics.
2. Grading: a substantial percentage of the final grade that relates to assignments about race and ethnicity, and/or identification of significant assignments and activities involving race and ethnicity.
3. Integration of race and ethnicity into topics throughout the course (the weekly

topic may not be about race and ethnicity, but attention to race and ethnicity occurs regularly in all topics).

4. Reading lists include more than half of texts involving race and ethnicity as a topic, or texts written from the perspective of a marginalized group.

5. The course includes and highlights knowledge produced by a group marginalized because of race or ethnicity.

Resources and Readings: Library resources on race and ethnicity are available in all fields. Faculty offering or considering a course for the Race and Ethnicity requirement should consult with subject librarians about materials in their own field.

## **Objectives**

*Courses must include at least three of these objectives.*

1. Develop a critical awareness of how racial and ethnic antagonisms and inequality develop historically through individual, institutional, and cultural forces.

Notes: Race and ethnicity is neither an empty nor homogenous category, and is always shaped by gender, sexuality and class; developing a critical awareness of race and ethnicity is inextricable from understanding how gender, class and sexuality operate within it. Courses should focus on the forces connected to racial and ethnic identities, antagonism, and inequality, but also reflect the diversity within racial and ethnic communities. Topics for discussion and assignments may range from exploring ways in which groups have traditionally been excluded, marginalized, denigrated, as well as various methods and strategies that provide a means for inclusion.

2. Discern how racial and ethnic power dynamics shape and may be reflected in intellectual inquiry across disciplines.

Notes: Syllabi will be evaluated on course design that attends to racial and ethnic power dynamics, including the ways in which gender, sexuality and class inform those very dynamics that shape and may be reflected in intellectual inquiry in the course discipline. Discerning such dynamics should include efforts to interrogate a field's pedagogical approach; the ways in which these dynamics impact the production of knowledge, its relation to structures that include economic, political, cultural norms and practices; efforts to expand or digress from a field's canon; and efforts to address citational power structures. Courses may contextualize the role of race and ethnicity in events, discoveries, and conflicts within a field of study. Diverse reading lists, discussion topics, lectures, and/or student assignments will incorporate archives, methodologies, and debates within and across disciplines centering knowledge produced by silenced racial and ethnic groups.

3. Recognize the ways in which race and ethnicity intersect with other group identifications or ascriptions, such as language, religion, class, ability, nationality, sexuality, age, and gender.

Notes: All courses should examine race and ethnicity in a holistic fashion, especially concerning the ways gender, sexuality and class inform them. Some courses may explicitly include discussions of other identities and inequalities not only in relation to race and ethnicity, but as sources of identity, exclusion, and inequality themselves. Other courses may focus on the intersection of race and ethnicity and other identities or ascriptions as a main focus of the course.

4. Adopt tools to communicate more effectively and respectfully with others from various racial and ethnic perspectives.

Notes: This goal focuses on communication, and courses using this goal need to have assignments and/or activities in the course that encourage communication by students on this topic, and help them develop tools for the future. Because gender, sexuality and class always inform racial and ethnic identity formation, activities should thoughtfully reflect the diverse array of identities that operate even within a single racial and/or ethnic collective identity. The Committee has provided (in a separate document) some examples of types of activities that might reflect this goal, but these are examples, not required activities. There are also resources about inclusive instruction to support instructor communication and teaching.

## BUILDING COMMUNITY: INTERCULTURAL COMMUNICATION

*Two courses in a single language other than English, beginning at a student's level of fluency. The courses must be completed by the end of the third year. AP or IB credit may be used to complete one of the two courses.*

**Description:** The Intercultural Communications requirement emphasizes the study of languages not only as the primary means by which we express feelings, beliefs, and ideas but also as an acquired set of cultural conventions and values that shape our comprehension of the world and the connections we form with each other. Accordingly, courses in Intercultural Communications develop students' linguistic capabilities, cross-cultural competencies, and analytical skills in a language other than English. They may also advance students' "abilit[ies] to reflect critically and analytically on the symbolic systems we use to make meaning"<sup>1</sup> while examining how and why these systems and their resultant meanings are inextricably linked to the cultures in which they are or were constructed.

These courses may be focused on language learning or content courses taught in a language other than English for those with advanced language skills. Students must begin language-learning courses at a level beyond their current level of competence as determined by the language program, and they can use AP/IB credit to fulfill one course in this requirement.

### Objectives

*Courses must meet the first objective and at least two of the additional objectives.*

Students will:

1. Advance in their knowledge and competence of a language other than English.

*Choice of at least two more objectives:*

2. Recognize different ways of understanding the world by gaining competence across languages and cultures.
3. Connect expressive practices, products, and perspectives to the cultural and extra-linguistic factors that shape them.
4. Compare ways in which different communities, including their own, see and interpret the world through languages and cultures.

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<sup>1</sup> Kramsch, C. (2011). The symbolic dimensions of the intercultural. *Language Teaching*, 44 (3), 365. doi:10.1017/S0261444810000431

## EXPERIENCE & APPLICATION

*One course or approved non-credit experience, which must be completed before graduating from Emory.*

**Description:** Exploration through “hands-on” experience and application has been shown to dramatically enhance overall student learning and provide students with an opportunity for synthesis and reflection. Learning by doing provides deeper, more enduring knowledge, and allows students to wrestle with the difficulties of reaching a conclusion or result.

These opportunities for hands-on exploration will involve intentionally designed, inquiry-driven, and sustained learning opportunities in which students reflect upon and use their knowledge through questioning, creating, and applying what they have learned from their academic courses. In addition, these experiences may identify new areas of knowledge students need to acquire, which can inform subsequent course selections. These experiences could range from enhanced laboratory courses to archival research, to community-engaged learning, to study abroad, to independent research, to public scholarship, to the applied arts, to relevant internship experiences. Emory courses or programs approved for this GER automatically count toward this opportunity; students may apply for experiences outside of Emory University or Emory experiences that are not approved to fulfill this requirement. Applications will require that the student demonstrate a sustained, significant engagement that involves application of skills and knowledge gained at Emory. For the general education credit to apply to these individualized experiences, the student will also need to submit a reflection document about the experience after it occurs. Approval must be sought BEFORE beginning the engagement, and the reflection piece needs to be completed within 3 months of the end of the engagement.

### **General Tagging Guidelines for Experience & Application Courses**

1. Courses must include a clearly defined, significant component involving a hands-on experience or application of knowledge. A course may have a mixture of instructional and applied components, but there should be a predominant focus on the application/experience portion over instruction.
2. For most types of courses, three-hours of credit are required to count toward this requirement. For applied arts courses, two hours of credit are required; this may involve multiple applied arts courses or a single course for 2-hours or more.
3. Students may complete this requirement with a non-credit experience, but will be required to apply before completing the non-credit experience.
4. The experiential course does not need to be in a student’s major or minor.

## Objectives

Students will:

1. Engage in hands-on activities and experiences of significant duration and depth that draw upon knowledge and skills from their undergraduate program.
2. Identify and adhere to the ethical standards for the experiential area.
3. Work with partners to apply critical thinking, analysis, synthesis, evaluation, and complex problem solving to “real world” situations (specific examples are included below).
4. Reflect on the ways the experience builds on and contributes to their educational experience, identify new skills and/or knowledge they gained in this experience, as well as new areas of knowledge they need to acquire in subsequent coursework.

*Specific objectives related to point #3 above, for each of the main experience areas:*

### RESEARCH

1. Develop a research question or objective based on their expertise and knowledge of the literature.
2. Formulate a hypothesis and strategy for finding a solution.
3. Collect and analyze evidence using appropriate methodologies.
4. Apply problem-solving skills to constructively address research setbacks.
5. Communicate findings effectively using discipline-specific terminology and practices.

### INTERNSHIP

1. Learn strategies for finding and securing an internship experience.
2. Develop interpersonal skills by collaborating with supervisor and/or colleagues on tasks.
3. Make use of current skills and acquire new knowledge and skills within the internship experience that enhances and broadens undergraduate coursework.
4. Communicate findings effectively using discipline-specific terminology and practices.
5. Reflect on the experience and how it may inform vocational choices.

### GLOBAL LEARNING/STUDY ABROAD

1. Recognize and describe similarities, differences, and interconnections between their host country and the US.
2. Function effectively within their host country.

3. Articulate how their experience abroad has enriched their academic trajectory.
4. Demonstrate growth in their intercultural awareness.

#### COMMUNITY-ENGAGED LEARNING

1. Develop an awareness of self in relation to others in community-based settings that emphasizes cultural competence, equity, mutual benefit, and shared learning/knowledge creation.
2. Articulate a societal issue or need that a community partner addresses, identify and explain prior work on this issue, and clearly articulate the student's own role in working with the partner to advance knowledge or action.
3. Improve their ability to recognize complexity and ambiguity, as evidenced through ongoing reflection throughout the experience of working with the partner.
4. Demonstrate an understanding of the symbiotic relationship between academic coursework and knowledge gained through engagement with community partners.

#### APPLIED ARTS

1. Define and demonstrate technical concepts appropriate to their discipline including dynamics, form, analysis, metaphor, abstraction, and the relationships between body, space, time and energy.
2. Refine their artistic product and produce the artistic matter for either an informal or formal showing.
3. Describe and reflect upon their creative process and/or performances, articulate context and meaning, and relevance to the world we live in.

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