

Revisions made to GER categories  
replacing rationale statements with objective statements  
endorsed by CUE during the 02-03 and 03-04 academic year (to date 12/8/03)

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**GER Mission Statement:** *(endorsed by CUE 1/18/02)*

**Rationale:** The program in General Education established the foundation for a lifetime of intellectual discovery, personal development, and community service while preparing students for advanced work in various academic and professional disciplines.

**Objectives:**

The General Education program will:

1. Provide instruction that enables students to master basic concepts of a broad array of the intellectual disciplines,
2. Help students develop versatility of mind, an ability to examine problems individually and collaboratively from multiple perspectives, including ethical and aesthetic perspectives,
3. Provide students the guidance and skills necessary to become intellectually disciplined, to be able to construct arguments that are clear, precise, accurate, and of relevant depth and breadth,
4. Encourage students to take personal responsibility for their education, including the ability to find, evaluate and communicate new information, setting the stage for life-long learning.

**Natural Sciences** *(endorsed by CUE 4/5/02; revised 3/21/03)*

**Rationale:** The natural sciences pursue basic questions about the workings of the universe, and the richness, variety and interconnectedness of the world around us. Students today are exposed to an increasing volume of information, from a large variety of sources, in diverse and changing formats. Training in the natural sciences is essential to help students develop skills to distinguish between testable and un-testable ideas, recognize scientifically valid tests of theories, and understand how information relates to those tests. By studying the natural sciences, students learn to reason both inductively and deductively, develop and test scientific hypotheses, and understand the value and limitations of scientific studies. The development and application of new technologies require scientifically literate citizens who can understand technological issues and evaluate the role of science in society's debate of those issues.

**Objectives:**

Each course in the natural sciences will provide instruction and guidance that help the student to:

1. use the methods and processes of science in testing hypotheses, solving problems and making decisions; and
2. articulate, make inferences from, and apply to problem solving, scientific concepts, principles, laws, and theories.

**Mathematical Sciences** *(endorsed by CUE 10/18/02)*

**Rationale:** A logical approach to problem solving is important for successful functioning in society. It is also important that students be able to formulate models, be critical consumers of quantitative information, communicate mathematically and solve problems.

**Objectives:**

Each course in mathematical sciences will provide instruction and guidance that help students to:

1. improve and refine mathematical problem-solving abilities; and

2. develop logical reasoning skills.

### **Science, Technology & Society** (endorsed by CUE 5/2/03)

**Rationale:** North Carolina State University, as a land grant university, has a mission that stresses the application of science and technology for the betterment of humankind. It is essential, therefore, that students be exposed to the vital interactions among science, technology, society, and the quality of life.

Courses fulfilling the Science, Technology & Society requirement should have as a central instructional focus the following objectives. To provide sustained, rigorous, and substantive instruction, efforts to meet the GER Science, Technology & Society objectives should be evident across the entire syllabus and be reflected in course lectures, discussion, readings, projects, assignments, etc.

#### **Objectives:**

Each course in the Science, Technology & Society category of the GER will provide instruction and guidance that help students to:

1. develop an understanding of the mutual relationships between science or technology and societies, including the effects of or the effects on cultures, values, industries, governments, or other facets of those societies; and
2. develop an ability to critically evaluate information regarding these mutual relationships, recognizing that the information may come from a variety of sources and perspectives.

### **Writing, Speaking and Information Literacy** (endorsed by CUE 10/18/02, 11/1/02 and 9/5/03)

**Rationale:** Writing and speaking are powerful ways of understanding ourselves and the world in which we live. It is through writing and speaking that the various disciplines and professions define the knowledge and methodologies that characterize them. And because effective writing and speaking in academic and professional settings often demand proficiency in the use of information technologies and resources, students must have a basic understanding of how information is identified and defined by experts, structured, organized, and accessed, in both the print and digital environments. Mastery of communication arts and information skills is central to engaging in the productive life of academic and professional communities.

#### **Objectives:**

Each course in the writing and speaking category of the General Education Requirements will provide instruction and guidance that help students to:

1. communicate effectively in specific writing or speaking situations, which may include various academic, professional, or civic situations; and
2. understand and respond appropriately to the critical elements that shape communication situations, such as audience, purpose, and genre; and
3. critique their own writing or speaking and provide effective and useful feedback to enable other students to improve their writing or speaking; and
4. demonstrate critical and evaluative thinking skills in locating, analyzing, synthesizing, and using information in writing or speaking activities.

### **Humanities - General** (endorsed by CUE 11/1/02)

**Rationale:** The humanities and the social sciences comprise the subjects and disciplines that use various modes of rational inquiry to understand human nature and experience, organization and change in human societies, the nature of the world, and rational inquiry itself. An education in the humanities and social sciences requires reading significant works, gaining an exposure to a variety of methodologies, and learning to apply these in written exposition. An education in the basic

humanistic disciplines is a necessary part of being truly educated -- of becoming a citizen with a broad knowledge of human cultures and with well-considered moral, philosophical, aesthetic, and intellectual convictions.

**Objectives:**

Each course in the general humanities category of the General Education Requirements will provide instruction and guidance that help students to:

1. understand and engage in the human experience through the interpretation of human culture and artifacts (this objective must be the central focus of each humanities course); and
2. become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

***In addition, each course appearing on one of the specific humanities lists meets the objectives for the specific category as detailed below:***

**Humanities - History** (endorsed by CUE 11/1/02)

**Objectives:**

Each course in the history category of the General Education Requirements will provide instruction and guidance that help students to:

1. understand and engage in the human experience through the interpretation of evidence from the past situated in geotemporal context (this objective must be the central focus of each history course); and
2. become aware of the act of historical interpretation itself, through which historians use varieties of evidence to offer perspectives on the meaning of the past; and
3. make academic arguments about history using reasons and evidence for supporting those reasons that are appropriate to the field of study.

**Humanities - Literature** (endorsed by CUE 11/1/02)

**Objectives:**

Each course within the literature requirement of the General Education Requirements in the Humanities will provide instruction and guidance that help students to:

1. understand and engage in the human experience through the interpretation of literature (this objective must be the central focus of each literature course); and
2. become aware of the act of interpretation itself as a critical form of knowing in the study of literature; and
3. make scholarly arguments about literature using reasons and ways of supporting those reasons that are appropriate to the field of study.

**Humanities - Philosophy** (endorsed by CUE 11/1/02)

**Objectives:**

Each course in the philosophy category of the General Education Requirements will provide instruction and guidance that help students to:

1. understand and engage in the human experience through the philosophical study of human thought, human values, and the world (this objective must be the central focus of each philosophy course); and

2. become aware of the acts of understanding and engagement itself as critical parts of the study of philosophy; and
3. make philosophical arguments using reasons and ways of supporting those reasons that are appropriate to the field of study.

### **Humanities - Religion** (endorsed by CUE 11/1/02)

#### **Objectives:**

Each course in the religion category of the General Education Requirements will provide instruction and guidance that help students to:

1. understand and engage in the human experience through the interpretation of religious cultures and artifacts (this objective must be the central focus of each religion course); and
2. become aware of the act of interpretation itself as a critical form of knowing in the study of religion; and
3. make arguments about religion using reasons and ways of supporting those reasons that are appropriate to the field of study.

### **Humanities - Visual and Performing Arts** (endorsed by CUE 5/2/03)

#### **Rationale:**

Courses in the visual and performing arts deal with aesthetic, personal, practical, and cultural significance of the fine and applied arts.

#### **Objectives:**

Each course in the visual and performing arts category of the General Education Requirements will provide instruction and guidance that help students to:

1. deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
2. strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and
3. strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

### **Social Sciences** (endorsed by CUE 11/1/02)

#### **Objectives:**

Each course in the social science category of the General Education Requirements will provide instruction and guidance that help students to:

1. understand at least one of the following: human behavior, mental processes, organizational processes, or institutional processes; and
2. understand how social scientific methods may be applied to the study of human behavior, mental processes, organizational processes, or institutional processes; and
3. use theories or concepts of the social sciences to understand real-world problems, including the underlying origins of such problems.

### **Physical Education** (endorsed by CUE 1/17/03)

**Rationale:** The development of attitudes and skills for a healthy life is essential to a university student's education. In addition to developing and gaining an appreciation of health-related fitness and wellness concepts and fundamental motor skills, student participation in physical activities and sport significantly decreases major health risks, reduces stress from the pressures of academic life, and improves general social and mental well-being.

**Objectives:**

Each course in the Physical Education category of the General Education Requirements will provide instruction and guidance that help students to:

1. learn the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition; and
2. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and
3. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies of physical activities and sport; and
4. gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

**Computer Literacy**

*Rationale:* Today's graduate must have a knowledge of information technology and computer applications. Every student needs a basic understanding of information processing. It is not necessary that every student be a programmer.

Students should develop and demonstrate proficiency in the use of computers, learning to use applications such as word processing, spreadsheets, database management programs, electronic mail, and packages and applications specific to their field of study.

**A. Revisions in requirement or category definition****Writing, Speaking and Information Literacy Requirement**

5/10/02 CUE endorsed the "Proposal to Restructure NCSU's General Education Requirements in Writing and Speaking" (forwarded by the College of Humanities and Social Sciences) which:

- replaces the current Eng 111/112 with the proposed ENG 101,
- reduces the GER Writing and Speaking Requirement from 9 to 7 hours, and
- releases the resulting two hours to programs to utilize in any way the programs see fit.

With implementation contingent upon the approval of ENG 101 by the UCCC and the Provost.

10-18-02 CUE endorsed moving the Information Literacy portion of the Communication & Information Technology requirement into the Writing and Speaking requirement, still to be fulfilled via intergral curriculum content and not via course list.

**Humanities and Social Sciences Requirement**

5/10/02 CUE endorsed the "Proposal for Re-Ordering the GER in the Humanities" (forwarded by the College of Humanities and Social Sciences), to be implemented concurrently with the "Proposal to Restructure NCSU's General Education Requirements in Writing and Speaking." This action redistributed the requirement as such:

1. 3 hours in Literature ~~or Creative Writing~~
2. 3 hours in History, Philosophy, or Religion
3. 3 hours in the Visual or Performing Arts or History
4. 6 hours in Social Science
5. 6 hours in any of the humanities and/or social sciences

2/7/03 CUE endorsed removing Creative Writing from #1 per request from CHASS

**Communication & Information Technology** *(endorsed by CUE 10/18/02)*

10/18/02 CUE endorsed the Library/Information Literacy component of the Communication & Information Technology category be removed and placed in the Writing and Speaking category as an integral curriculum requirement (no course list). The Communication & Information Technology category would then cover only the Computer Literacy aspect.

9/5/03 CUE endorsed to change the name of the Communication & Information Technology category to Computer Literacy.

**Humanities and Social Sciences** *(endorsed by CUE 11/1/02)*

CUE endorsed to change the name of the Humanities and Social Sciences category to “Arts, Humanities and Social Sciences” to more accurately reflect the requirement components therein. Implementation of has since been put on hold as it could require significant curriculum revisions to be processed and the campus just finished extensive curriculum revision to accommodate the 5/10/02 Writing & Speaking and Humanities changes.