

Curriculum Systems

Fiona Liken, Associate Vice President for Instruction and Registrar
Brooke Daniel, Associate Registrar for Curriculum Systems



UNIVERSITY OF
GEORGIA
Office of the Registrar

Curriculum Systems Overview

University-wide resource for academic policies and procedures

- Management of the university-level curriculum approval process
 - Approximately 100 proposals reviewed each academic year
- Management of the course approval process (CAPA) and syllabus update system
 - Approximately 2,000 courses approved each academic year
- Production of the online Bulletin (course catalog)
 - Approximately 2,000 changes entered each academic year
- Academic review of Study Abroad and Field Study programs
- Academic program contact for the Board of Regents



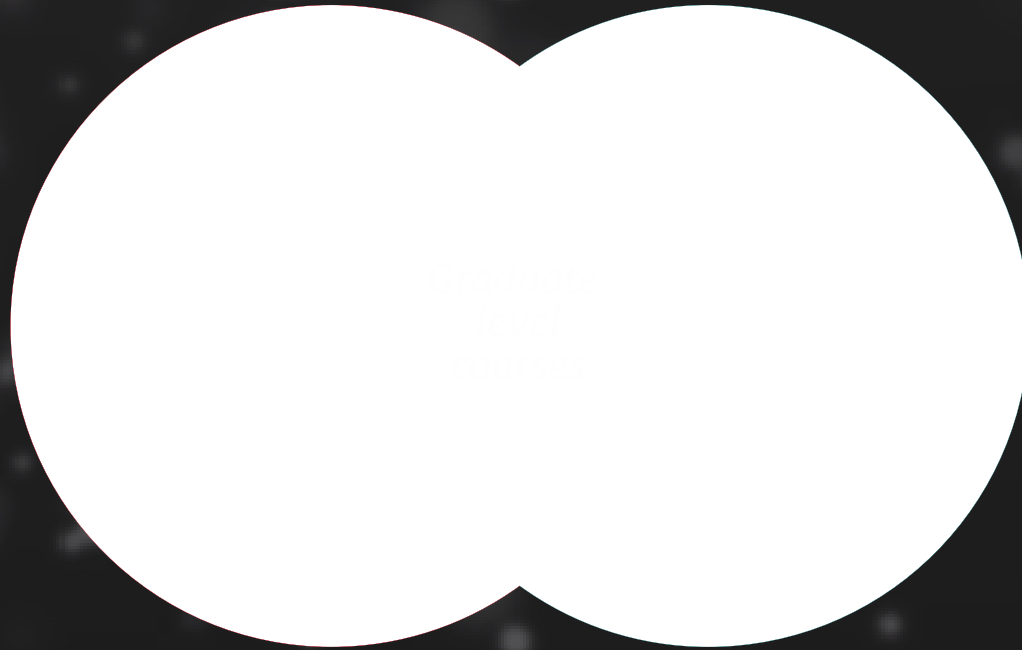
First-Year Odyssey Seminar Program

- Over 10 years of success – with more than 65,000 students enrolled in FYOS 1001 since fall 2011
- Over 350 different seminar topics offered each fall semester and over 50 different seminar topics each spring semester
- Faculty from all 16 schools and colleges and over 85 departments have taught an FYO seminar
- Faculty compensated \$3500 for teaching an FYO Seminar
- Annual FYOS Faculty Teaching Awards (\$2500)



Double Dawgs Program

Undergrad + Grad = 5 years



UNIVERSITY OF GEORGIA

Office of Instruction

DoubleDawgs.uga.edu

Student Resources:

- Summary of the academic programs
- Career and academic opportunities
- 5-year sample programs of study
- Program admission requirements
- Graduate admission requirements
- Advising contact information

Agribusiness BSA/Environmental Economics MS

M.S. students receive extensive training in microeconomic and macroeconomic theory and econometrics. Students will also be able to explore a wide variety of field courses covering environmental and natural resource economics, international development, commodity pricing, international trade, food and health economics, policy analysis, and dynamic optimization. M.S. students are hired by leading U.S. and international firms and organizations such as Monsanto, U.S. Department of Agriculture, U.S. Environmental Protection Agency, Tyson Chicken, The World Bank, International Food Policy Research Institute, John Deere, American Express, and Centers for Disease Control and Prevention, to name a few. The M.S. degree also serves as excellent preparation for those interested in a Ph.D. degree.

[VIEW 5-YEAR SAMPLE PROGRAM OF STUDY](#)

Admission to Program

Students will be able to apply for admission after completion of 60–90 hours in the B.S.A.–Agribusiness program.

Students must have completed AAEC 2580 and AAEC 3580 and received a grade of B or better in each class.

Curriculum

Graduate-level courses that may be used to satisfy undergraduate and graduate program requirements.

B.S.A. General Electives satisfied with AAEC 6610L (1 hr), AAEC 6610 (3 hrs), AAEC 6580–6580L (4 hrs), and AAEC 8010 (1 hr)

One B.S.A. Major Elective will be satisfied with an M.S. Elective (6000-level of split-level AAEC course)

Additional requirements that are unique to this Double Dawgs program:

B.S.A. in Agribusiness has two tracks: 1) Farm Management and 2) Business of Agricultural Manufacturing and Retailing. Students must choose one track, but can complete the M.S. in Environmental Economics degree with either track. Sections for track course options are noted in [].

Admission to Graduate Program

Students must have taken the GRE and received a combined score of 305 or better.

Program Advisor

Name: Jeff Mullen
Email: jmullen@uga.edu
Phone: 706-542-0767
Address: 315 Conner Hall

[EMAIL PROGRAM ADVISOR](#)

[EXPRESS YOUR INTEREST](#)

[APPLY TO PATHWAY](#)

Undergraduate Major Information

Major: Agribusiness (also offered at Griffin and Tifton) B.S.A.
Department/College: Agricultural and Applied Economics

ADVISING CONTACT

Name: John Bergstrom
Email: jberg@uga.edu
Phone: 706-542-0749
Address: 208 Conner Hall

Graduate Major Information

Major: Environmental Economics M.S.
Department/College: Agricultural and Applied Economics

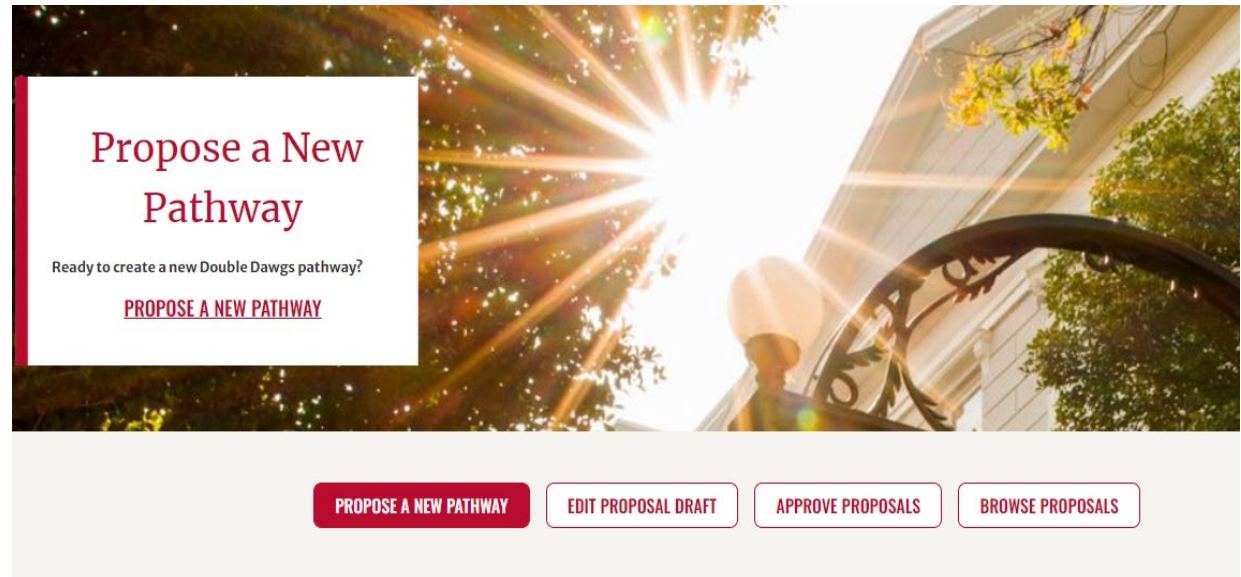
ADVISING CONTACT

Name: Jeff Mullen
Email: jmullen@uga.edu
Phone: 706-542-0767
Address: 315 Conner Hall



Faculty/Advisor Resources:

- Sample proposal form
- Proposal Instructions and Guidelines
- Double Dawgs Advisor Information
- Pathway Approval Tutorial
- Promotional Toolkit



DOUBLE DAWGS PATHWAY PROPOSAL SYSTEM

The Double Dawgs Pathway Proposal System is an automated system that allows faculty to propose new Double Dawgs pathways. The system includes approval routing through the applicable department head(s), dean(s), Graduate School dean, and the Vice President for Instruction. Once a new Double Dawgs pathway is approved through the Double Dawgs Pathway Proposal System, it will appear on the [Double Dawgs](#) website and will be available for students.

QUICKLINKS

- [SAMPLE PROPOSAL FORM](#) +
- [PROPOSAL INSTRUCTIONS AND GUIDELINES](#) +
- [DOUBLE DAWGS ADVISOR INFO](#) +
- [PATHWAY APPROVER TUTORIAL](#) +
- [PROMOTIONAL TOOLKIT](#) +



Double Dawgs Departmental Funding

- Departments are eligible to receive funding for each student who completes a Double Dawgs program in 5 years or less
- Funding is allocated as follows:
 - \$1200 to the department of the undergraduate program
 - \$1800 to the department of the graduate program
- Students are evaluated for funding following the completion and awarding of the master's degree portion of the Double Dawgs program
- Departmental funding is distributed annually



Tableau Report – Pathway Progress

• This report contains progress details for all students admitted to an approved pathway.
• Use the filters below to search for pathway admits and support their progression towards full pathway completion.

Pathway Completion Year: (All) | Funding Status: (All) | Pathway UG Program Status: (All) | Pathway GM Program Status: (All) | UG Term Required: (All) | GM Term Required: (All) | Student Progress Desc: (All)
 College: (All) | Department: (All) | Pathway: (All) | Undergraduate Program: (All) | Graduate Program: (All) | Student: (All) | UGA ID: (All)

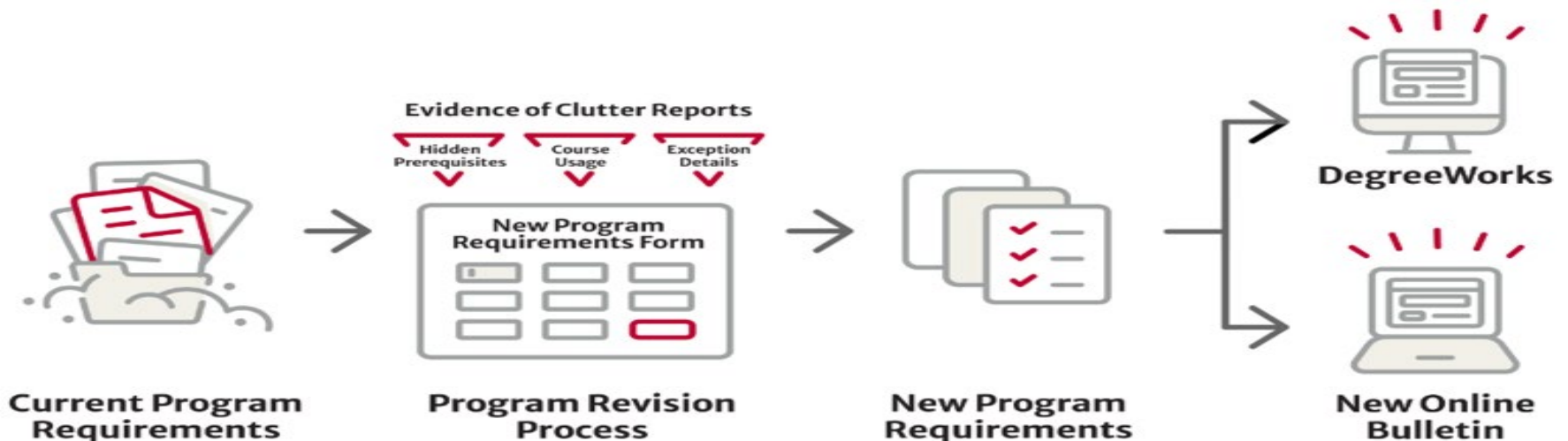
View Student Pathway Progress

Pathway	Student	UGA ID	Student_Progress_C...	Funding Status	Pathway Undergraduate Program Status	Pathway Graduate Program Status
ADM				Awarded	Double Dawgs UG Timeframe Met BBA_ACCT Awarded 202202 Required Graduation Term: 202205	Double Dawgs GM Timeframe Met MACC_ACCT Awarded 202302 Required Graduation Term: 202305
ADM				On Track	Double Dawgs UG Timeframe Met BBA_ACCT Awarded 202302 Required Graduation Term: 202305	Double Dawgs GM Major in Progress MACC_ACCT In Progress Required Graduation Term: 202405
GRD				Awarded	Double Dawgs UG Timeframe Met BBA_ACCT Awarded 202008 Required Graduation Term: 202008	Double Dawgs GM Timeframe Met MACC_ACCT Awarded 202108 Required Graduation Term: 202108
ADM				Not Eligible	Double Dawgs UG Timeframe Not Met BBA_ACCT Awarded 202202 Required Graduation Term: 202105	Double Dawgs GM Timeframe Not Met MACC_ACCT Awarded 202208 Required Graduation Term: 202205
ADM				On Track	Double Dawgs UG Major in Progress BBA_ACCT In Progress Required Graduation Term: 202405	Double Dawgs GM Not Enrolled Not Yet Enrolled in GM Required Graduation Term: 202505
ADM				On Track	Double Dawgs UG Major in Progress BBA_ACCT In Progress Required Graduation Term: 202505	Double Dawgs GM Not Enrolled Not Yet Enrolled in GM Required Graduation Term: 202605
ADM				Not Eligible	Double Dawgs UG Timeframe Not Met BBA_ACCT Awarded 202302 Required Graduation Term: 202205	Double Dawgs GM Timeframe Not Met Not Yet Enrolled in GM Required Graduation Term: 202305

Update:

PARC - Process for Approval of Revised Curriculum

- Online Workflow Approval System for Curriculum Revisions (PARC)
- Over 850 undergraduate majors, minors, certificates, graduate majors and certificates, and professional programs have been submitted in PARC
- Enhanced Bulletin with program requirements for all students available in January 2025
- PARC opens for submission of revisions for the 2026 Bulletin in January 2025



New:

**Institutional
Competencies
and the
Comprehensive
Learner Record
(CLR)**



SKILLS OF TODAY

SKILLS OF TOMORROW



Businesses' top 10 skill priorities for 2027



- | | |
|--|--|
| 1.  Analytical thinking | 6.  Curiosity and lifelong learning |
| 2.  Creative thinking | 7.  Technological literacy |
| 3.  AI and big data | 8.  Design and user experience |
| 4.  Leadership and social influence | 9.  Motivation and self-awareness |
| 5.  Resilience, flexibility and agility | 10.  Empathy and active listening |

Type of skill

 Cognitive skills  Self-efficacy  Technology skills  Working with others

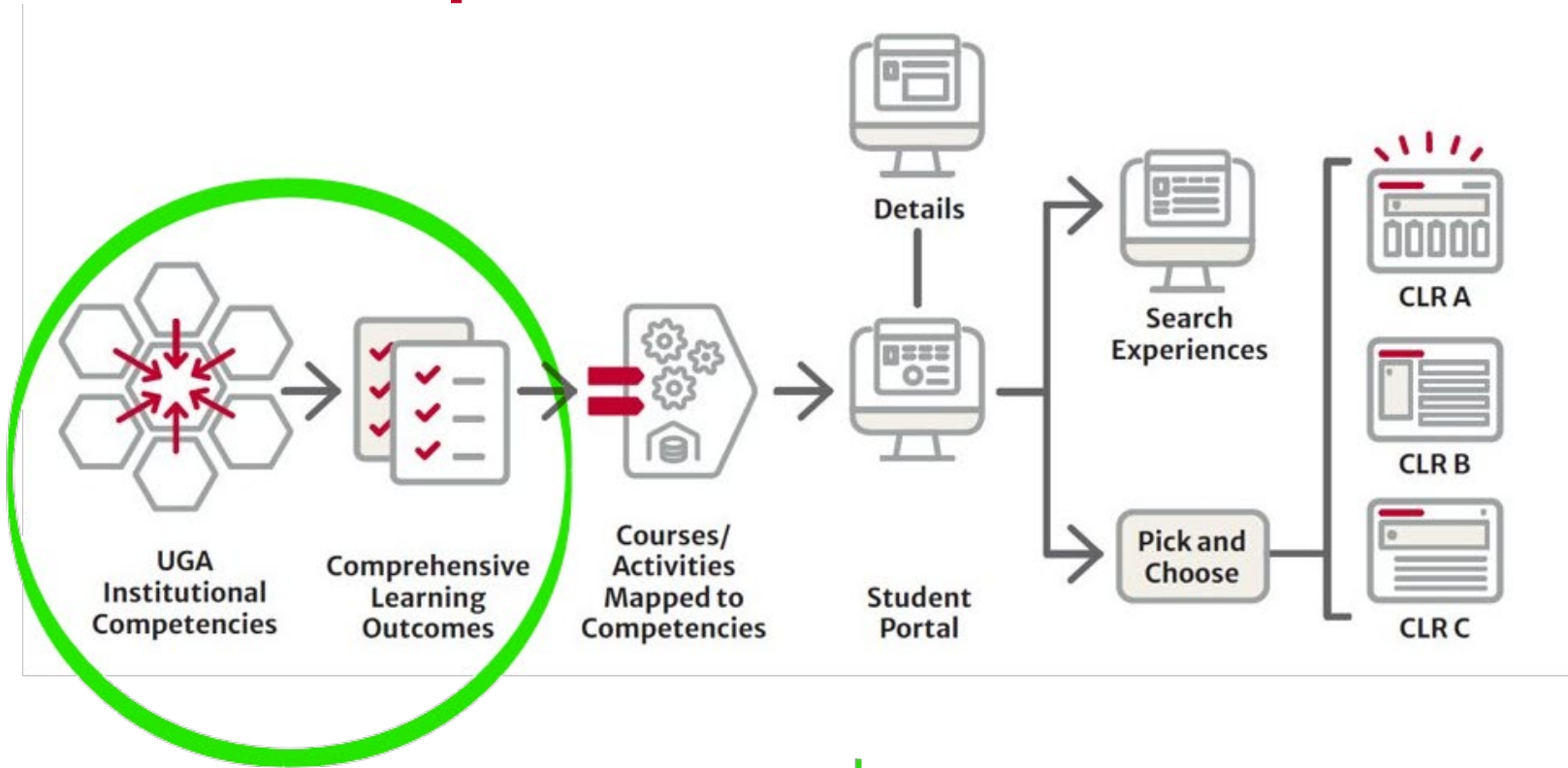
Source
World Economic Forum, Future of Jobs Report 2023.

Note
The skills which organizations will prioritize in workforce development initiatives from 2023 to 2027

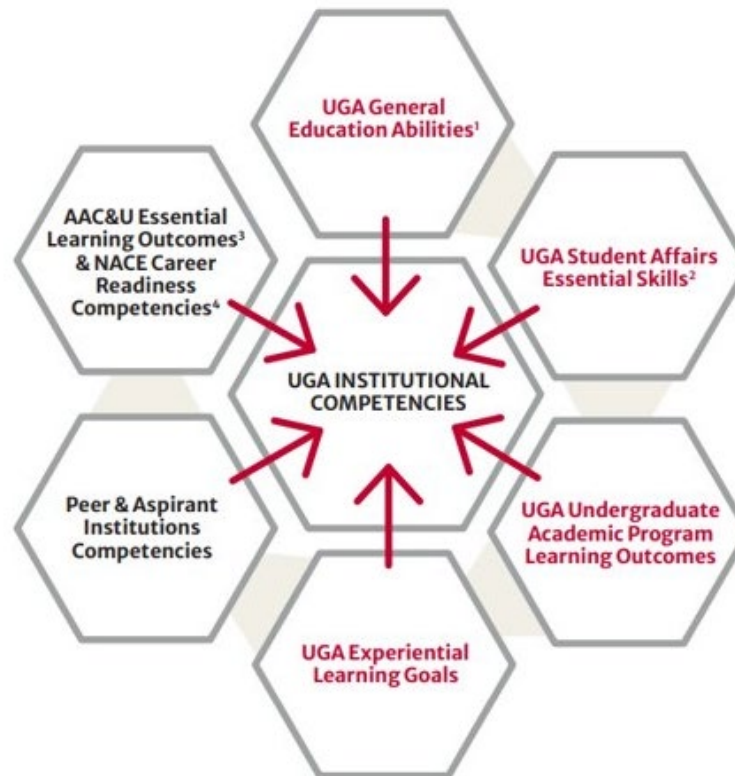


Institutional Competencies

Institutional Competencies



Institutional Competencies



Institutional Competencies

COURSES

- General Education
 - Core and Major
- Electives
- Minors
- Certificates
- Undergraduate Research

ACTIVITIES

- Student Affairs
- Experiential Learning
- Service-Learning
- Study Abroad
- Field Study



Critical Thinking



Analytical Thinking



Communication



Social Awareness & Responsibility



Leadership & Collaboration



Creativity & Innovation



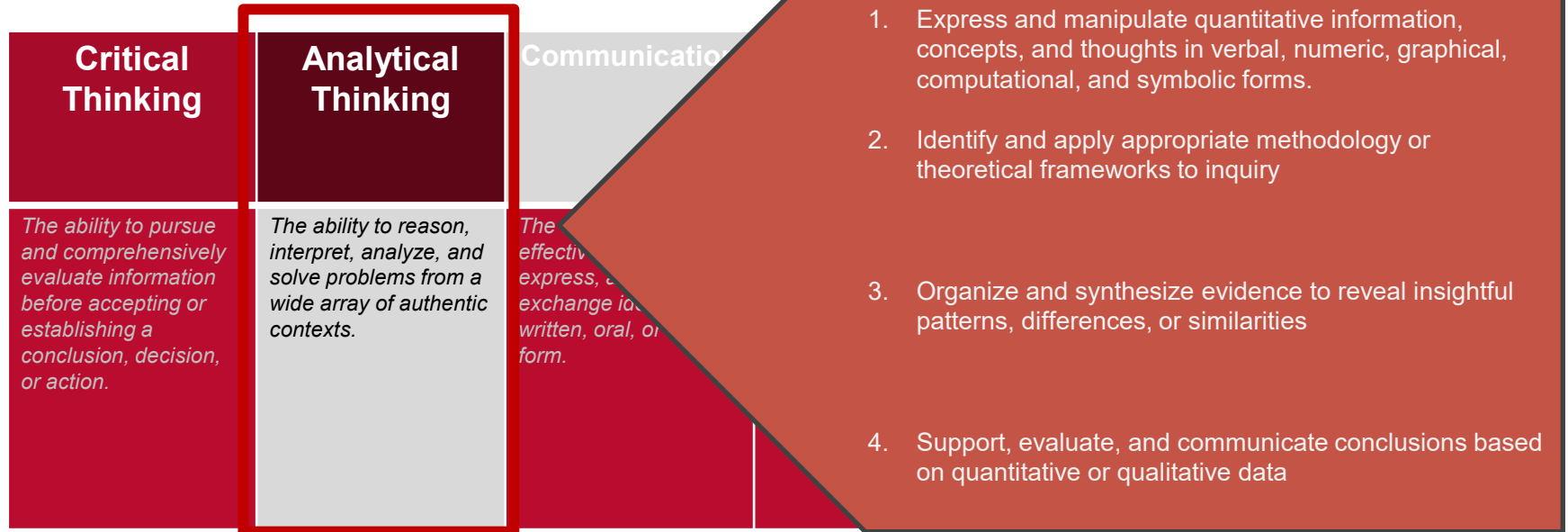
**COMPREHENSIVE
LEARNER RECORD**



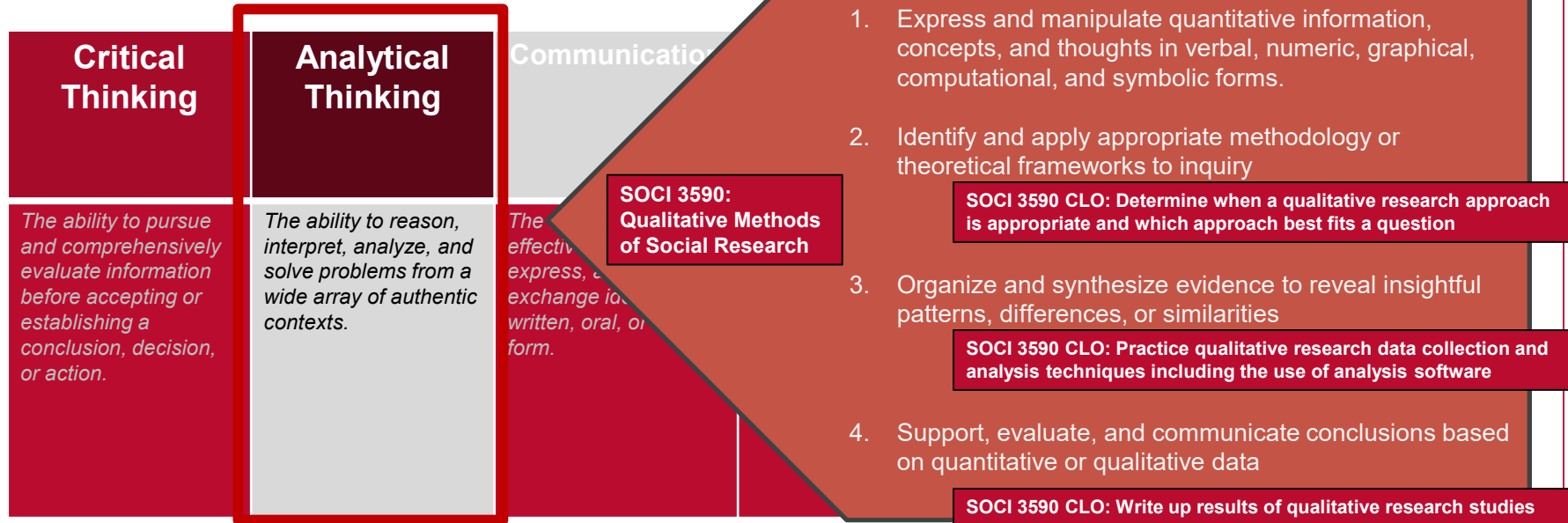
Institutional Competencies

Critical Thinking	Analytical Thinking	Communication	Social Awareness & Responsibility	Creativity & Innovation	Leadership & Collaboration
<p><i>The ability to pursue and comprehensively evaluate information before accepting or establishing a conclusion, decision, or action.</i></p>	<p><i>The ability to reason, interpret, analyze, and solve problems from a wide array of authentic contexts.</i></p>	<p><i>The ability to effectively develop, express, and exchange ideas in written, oral, or visual form.</i></p>	<p><i>The capacity to understand the interdependence of people, communities, and self in a global society.</i></p>	<p><i>The capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by innovation, divergent thinking, and risk taking.</i></p>	<p><i>The capacity to engage in the relational process of optimizing personal and collective strengths toward a common goal.</i></p>

Institutional Competencies



Institutional Competencies





Institutional Competencies

Course Learning Outcomes - Mapped to Competency Learning Outcomes



UNIVERSITY OF GEORGIA

CAPA

Q Browse

Contact

CAPA *Course Approval Process Automation*

Resources / Faculty Governance

Submit a Course

Ready to create a new course or need to change an existing course?
Click below to get started.

[CREATE OR CHANGE A COURSE](#)



UNIVERSITY OF GEORGIA

capa.uga.edu

Course Learning Outcomes - Mapped to Competency Learning Outcomes

1. Select Course Change/Deletion
2. Select Institutional Competency
3. Click Proceed
4. Select the Syllabus tab at the top of the page - Update SLOs
5. Select IC (Institutional Competency)

COURSE CHANGE PROPOSAL **BIOL 1108** View Proposal in New Window

Course Info Equivalent Courses Pre/Coreq Primary Delivery **Syllabus** EL **IC**

1 **Course Change/Deletion**

4

5

SELECT THE FIELDS YOU WOULD LIKE TO CHANGE (INSTRUCTIONS):

- Course ID
- Course Titles
- Course Description
- Additional Requirements for Graduate Students
- Grading System
- Credit Hours and Lecture/Lab/Discussion Hours
- Non-Traditional Format
- Repeat Policy
- Equivalent Courses
- Required Prerequisites
- Prerequisite or Corequisite Courses
- Corequisite Courses
- Primary Delivery Mechanism
- Course Will Be Offered
- Course Objectives**

Per University Curriculum Committee request, new course and course change initiators should consult the Center for Teaching and Learning's resources on Student Learning Outcomes (SLOs) before developing and revising course objectives/expected learning outcomes.
Course Objectives: The course objectives should be revised to reflect Student Learning Outcomes for the course.
[Center for Teaching and Learning Student Learning Outcomes Guide](#)

- Topical Outline**

Topical Outline: For improved assessment, please revise the topical outline into the new format with individual fields provided.

- Honor Code Reference
- Experiential Learning
- Institutional Competency**

3 **Proceed** **Cancel**



Old Format: Course Objectives

[View Proposal in New Window](#)

COURSE CHANGE PROPOSAL **BIOL 1108**

[Course Info](#) [Equivalent Courses](#) [Pre/Coreq](#) [Primary Delivery](#) [Syllabus](#) [EL](#) [IC](#)

[Course Change/Deletion](#)

ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

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Course Objectives: The course objectives should be revised to reflect Student Learning Outcomes for the course. [Center for Teaching and Learning Student Learning Outcomes Guide](#)

Topical Outline: For improved assessment, please revise the topical outline into the new format with individual fields provided.

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

CURRENT:

This course introduces science majors to the structure and behavior of biological systems and will examine how these systems maintain stable environments, facilitate the transfer of energy and matter, and help organisms respond to changes in the environment at different levels of organization (cellular, organismal, and ecological).

Students will develop an ability to 1) develop, evaluate, and use models (representations) of biological processes or systems, 2) analyze and interpret data and figures, 3) use available evidence to support or refute a claim, and 4) use quantitative reasoning to answer questions in the context of biological systems.

Environmental Awareness:
Human activity has and continues to dramatically alter the natural environment. This course will examine how chemical pollution can alter biochemical and physiological pathways, how climate change alters nutrient and energy flows through ecosystems, and how biological communities do and will respond to global warming and other human disruptions (e.g., forest fires, logging, overfishing). Examples and case studies that explore these topics and how different biological systems respond to these pressures will be embedded throughout the course.

Additional Information Required for the Syllabus:
Parts of this course require an understanding of basic chemical principles. Students are expected to, at minimum, have successfully completed high school Chemistry before taking this course.

PROPOSED: (each line's limit is 4000 characters)
If this course is approved for an Institutional Competency, update the Institutional Competency outcomes on the "IC" tab as needed. For more information, click [here](#).

New Format: Student Learning Outcomes

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Institutional Competency (IC)

AUTO SAVED AT 3:09:59 PM

[View Proposal in New Window](#)

COURSE CHANGE PROPOSAL BIOL 1108

[Course Info](#)

[Equivalent Courses](#)

[Pre/Coreq](#)

[Primary Delivery](#)

[Syllabus](#)

[EL](#)

[IC](#)

[Course Change/Deletion](#)

INSTITUTIONAL COMPETENCY (IC)

INSTITUTIONAL COMPETENCY INSTRUCTIONS

[University of Georgia Institutional Competencies](#)

[Examples of Courses and Co-Curricular Experiences that Meet an Institutional Competency](#)

IC Form Guidelines: In order to map your course to individual Institutional Competency learning outcomes, please select the appropriate student learning outcomes check boxes listed below (check all that apply).

- Critical Thinking +
- Analytical Thinking +
- Communication +
- Social Awareness & Responsibility +
- Creativity & Innovation +
- Leadership & Collaboration +

Please provide a description of how the course/experience content and activities address the selected competency(ies):



Institutional Competency (IC)

[View Proposal in New Window](#)

COURSE CHANGE PROPOSAL **BIOL 1108**

[Course Info](#)

[Equivalent Courses](#)

[Pre/Coreq](#)

[Primary Delivery](#)

[Syllabus](#)

[EL](#)

[IC](#)

[Course Change/Deletion](#)

INSTITUTIONAL COMPETENCY (IC)

INSTITUTIONAL COMPETENCY INSTRUCTIONS

[University of Georgia Institutional Competencies](#)

[Examples of Courses and Co-Curricular Experiences that Meet an Institutional Competency](#)

IC Form Guidelines: In order to map your course to individual Institutional Competency learning outcomes, please select the appropriate student learning outcomes check boxes listed below (check all that apply).

Critical Thinking

CRITICAL THINKING

The ability to pursue and comprehensively evaluate information before accepting or establishing a conclusion, decision, or action.

IC Learning Outcome: Consider, engage, and analyze opposing viewpoints or arguments

PROPOSED STUDENT LEARNING OUTCOMES:

- Students will understand structure and behavior of biological systems and will examine how these systems maintain stable environments, facilitate the transfer of energy and matter, and help organisms respond to changes in the environment at different levels of organization (cellular, organismal, and ecological).
- Students will develop an ability to 1) develop, evaluate, and use models (representations) of biological processes or systems, 2) analyze and interpret data and figures, 3) use available evidence to support or refute a claim, and 4) use quantitative reasoning to answer questions in the context of biological systems.
- Student will understand the impact of human activity and how it has and continues to dramatically alter the natural environment. This course will examine how chemical pollution can alter biochemical and physiological pathways, how climate change alters nutrient and energy flows through ecosystems, and how biological communities do and will respond to global warming and other human disruptions (e.g., forest fires, logging, overfishing). Examples and case studies that explore these topics and how different biological systems respond to these pressures will be embedded throughout the course.

IC Learning Outcome: Evaluate the credibility of information

PROPOSED STUDENT LEARNING OUTCOMES:

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ANALYTICAL THINKING

The ability to reason, interpret, analyze, and solve problems from a wide array of authentic contexts.

→ Express and manipulate quantitative information, concepts, and thoughts in verbal, numeric, graphical, computational, and symbolic forms

- Read and critique classical and contemporary research studies using a variety of qualitative approaches.
- Determine when a qualitative research approach is appropriate and which approach best fits a question.
- Practice qualitative research data collection and analysis techniques including the use of analysis software.
- Write up results of qualitative research studies.

→ Identify and apply appropriate methodology or theoretical frameworks to inquiry

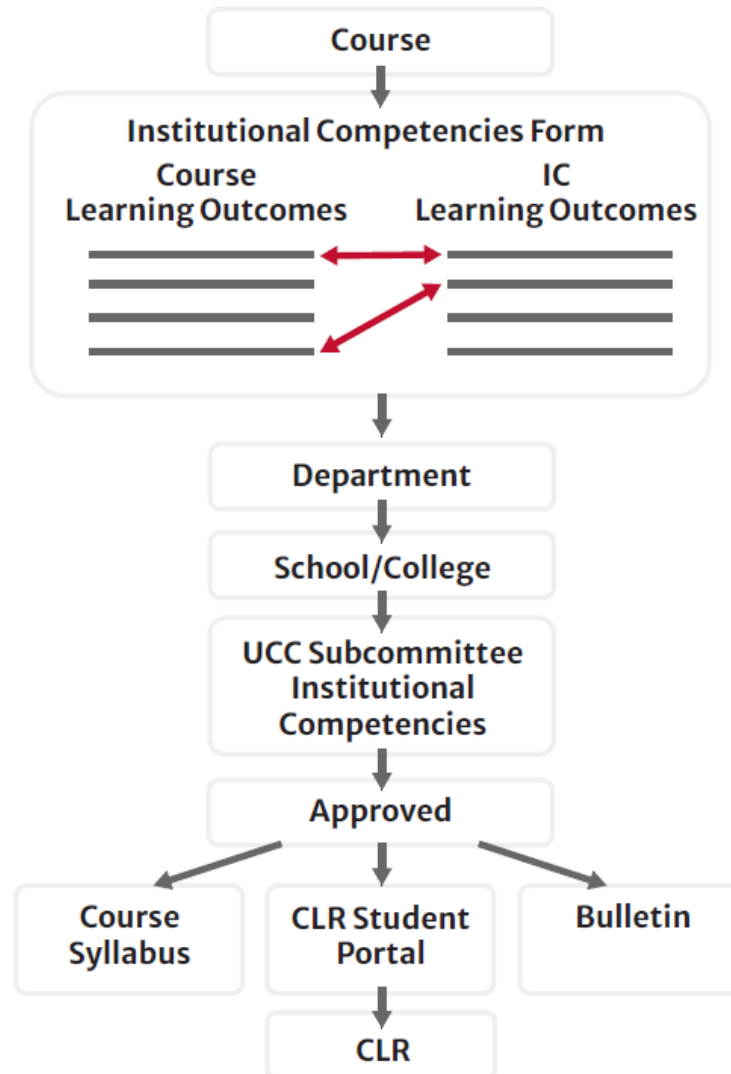
- Read and critique classical and contemporary research studies using a variety of qualitative approaches.
- Determine when a qualitative research approach is appropriate and which approach best fits a question.
- Practice qualitative research data collection and analysis techniques including the use of analysis software.
- Write up results of qualitative research studies.

→ Organize and synthesize evidence to reveal insightful patterns, differences, or similarities

- Read and critique classical and contemporary research studies using a variety of qualitative approaches.
- Determine when a qualitative research approach is appropriate and which approach best fits a question.
- Practice qualitative research data collection and analysis techniques including the use of analysis software.
- Write up results of qualitative research studies.

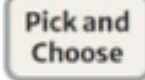
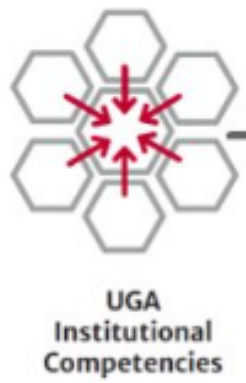
Mapping Learning Outcomes

INSTITUTIONAL COMPETENCIES: COURSES





CLR Strategy & Operationalization



CLR – Implementation – Target Audiences

Faculty, Administration, & Staff

- Ease of use
- Error checking
- Transparent
- Reporting of approved courses/activities
- Reporting of student competency completion

Employers & Professional Programs

- Ease of Access
- Clear, Concise
- Competency Information Highlighted
- Ability to drill down to details and examples
- Validated
- Interoperable - Share with other systems

Students

- Visually appealing design
- Easy to share with social media and employers
- Highlight their competencies
- Provides details and examples
- Ease of Access
- Validated



CLR Display

TYLER MARTINEZ

GEORGIA COMPREHENSIVE LEARNER RECORD



Tyler Martinez
UGA Undergraduate

Degree Bachelor of Science
Major(s) Environmental Engineering
Complete 5/12/23

Additional information about student
Keywords
Environmental Ethics Certificate



Critical Thinking

18

EXPERIENCES

Highlights

- University Judiciary (Office of Student Conduct)
- DANC 4500: Studies in Dance History



Communication

6

EXPERIENCES

Highlights

- HIST 3361: Europe's Revolutionary Century, 1789-1900
- Pandora - Introduction to Yearbook Copywriting



Creativity & Innovation

5

EXPERIENCES

Highlights

- BCHE 4650: Animal Cell Biomanufacturing
- Dawg Camp Media Intern (Office of Student Transitions)



Leadership & Collaboration

4

EXPERIENCES

Highlights

- ENVE 4910: Capstone Design I
- Residence Hall Association Executive Board (University Housing)



Social Awareness & Responsibility

2

EXPERIENCES

Highlights

- ANTH 3540: Multicultural Health Care Senior World Leaders (International Student Life)
- Senior World Leaders (International Student Life)



The University of Georgia validates all information presented on this comprehensive learner record. Validation occurs within each program responsible and is then maintained in a centralized system. For more information about the comprehensive learner record and the data behind it please visit clr.uga.edu.



CLR Display Detail View

FOR MORE INFORMATION, VISIT CLR.UGA.EDU

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Printed 11/09/2023

TYLER MARTINEZ

GEORGIA COMPREHENSIVE LEARNER RECORD



LEADERSHIP & COLLABORATION

The capacity to engage in the relational process of optimizing personal and collective strengths toward a common goal.

Learning Outcomes

1. Engage and motivate others toward a shared vision through encouragement and trust
2. Plan, initiate, manage, complete, and evaluate a project or process individually or as a group
3. Address conflict directly and constructively to strengthen team cohesion and effectiveness
4. Consider and incorporate perspectives and feedback from community members to inform equity-minded, sustainable solutions

4

EXPERIENCES

ENVE 4910: Capstone Design I

Fall 2023

Course Learning Outcomes

- The engineering design methodology for problem-solving and in complex issues relevant to environmental engineering.
- The application of specific engineering design standards and constraints relevant to engineering practice.

Residence Hall Association Executive Board (University Housing)

Fall 2023

Co-Curricular Learning Outcomes

Members of RHA Executive Board lead these efforts, developing residence hall policies, procedures, and programs to best serve the interests of those students living on campus. The Executive Board sponsors programs for residents across campus, writes legislation for residence halls, and aims to give the on-campus residents at UGA a voice.

Learning by Leading™

Fall 2023


Course Learning Outcomes

- Engage and motivate others toward a shared vision through encouragement and trust
- Plan, initiate, manage, complete, and evaluate a project or process individually or as a group



Student Portal

MENU 🔔 👤 🔍

 **Tyler Martinez**
UGA Undergraduate

Dashboard

Find Opportunities







Competencies

Your CLR


COMPREHENSIVE LEARNER DASHBOARD HOME / DASHBOARD

Welcome back, Tyler!

YOUR COMPETENCIES

 18 Critical Thinking	 6 Communication	 4 Leadership & Collaboration
 0 Analytical Thinking	 2 Social Awareness & Responsibility	 5 Creativity & Innovation

TOTAL EXPERIENCES



35
Experiences

Add More Experiences

YOUR MOST RECENT EXPERIENCES

University Judiciary (Office of Student Conduct)	Fall 2023
Experience UGA Ambassador	Fall 2023
DANC 4500: Studies in Dance History	Fall 2023
CMSD 3070: Critical Thinking in the Helping Professions	Summer 2023
ARTS 2050: Cultural Diversity in American Art	Spring 2023
ADSC 4960: Undergraduate Research in Animal and Dairy Science I	Spring 2023
PHIL 2020: Logical Critical Thinking	Spring 2023
ENTR 7090: Critical Design Thinking	Fall 2022
Leadership UGA: Emerging Leaders Program	Fall 2022
Learning by Leading™ at UGA	Spring 2022

[VIEW ALL EXPERIENCES](#)



Experiences Search: Courses and Activities

The screenshot displays the 'Experiences Search' interface for a user named Tyler Martinez, a UGA Undergraduate. The interface is divided into a left sidebar with navigation options (Dashboard, Find Opportunities, Competencies, Your CLR) and a main content area. The main area features a 'FIND OPPORTUNITIES' button, a breadcrumb trail 'HOME / FIND OPPORTUNITIES', and a filter section with buttons for 'Critical Thinking', 'Communication', 'Course', and 'Activity'. Below the filters, there are three filter categories: 'COMPETENCY' (with 6 selected), 'TYPE' (with 2 selected), and 'SEMESTER'. The search results show a total of 160 experiences, sorted by relevance. Three results are visible: 'University Judiciary (Office of Student Conduct)' (Fall 2023), 'Experience UGA Ambassador' (Spring 2024), and 'CMSD 3070: Critical Thinking in the Helping Professions' (Spring 2024). Each result includes a description, associated competencies, and an 'Add Bookmark' button.

COMPETENCY

- Critical Thinking 160
- Communication 142
- Leadership & Collaboration 112
- Analytical Thinking 101
- Social Awareness & Responsibility 75
- Creativity & Innovation 84

TYPE

- Course 151
- Activity 98

SEMESTER

A total of 160 Experiences Sort by Relevance

University Judiciary (Office of Student Conduct)
Fall 2023
The University Judiciary is the student-run organization charged with promoting a climate of integrity at the ...
Critical Thinking
Leadership & Collaboration
Communication
[Add Bookmark](#)

Experience UGA Ambassador
Spring 2024
Gain a deeper understanding of the PreK-12th grade educational experience and issues surrounding access to higher education.
Critical Thinking
Communication
[Add Bookmark](#)

CMSD 3070: Critical Thinking in the Helping Professions
Spring 2024
Sources of mistaken beliefs and flawed decision-making in the helping professions. Personal...
Critical Thinking
[Add Bookmark](#)

DANC 4500: Studies in Dance History
Spring 2024
Dance as a reflection of culture and as an art form from the times of earliest lineage-based societies up to the 21st century. Socio-cultural influence and the...
Critical Thinking
[Add Bookmark](#)





Purpose

Provide UGA students with a learning experience that encourages and enables them to acquire life-long skills for student success at every stage of their educational journey.



Questions?

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