**Approved Institutional Learning Outcomes, Areas A – E, as of 9/3/20**

**Area A1: Communication Outcomes**

|  |  |
| --- | --- |
| **Institution** | **Outcome** |
| Abraham Baldwin Agricultural College | Students are able to analyze the rhetorical situation and choose the appropriate genre and writing strategies. Students follow the academic conventions of organization and standard written English. Students select and employ multiple research methods, such as interpreting, evaluating, and explaining sources, and document sources ethically |
| Albany State University | Students will communicate effectively by crafting documents that demonstrate adequate content development, clarity of organization, and appropriate style, usage, and documentation. |
| Atlanta Metropolitan State College | Students will write effectively, demonstrating clear thinking, organization and structure, awareness of audience, appropriate writing conventions, language (grammar), and clear thesis development. |
| Augusta University | The student will present information in written form using Standard English and appropriately cited sources such that the presentation is appropriate for the goals of the communication.  The student will comprehend and interpret written communication. |
| Clayton State University | Students will write effective expository and argumentative essays that consider purpose and audience. |
| College of Coastal Georgia | Students will produce well-organized communication that exhibits logical thinking, demonstrates appropriate style for circumstance and audience, meets conventional standards of usage, and acknowledges the use of information sources when necessary. |
| Columbus State University | 1. Write effectively in a variety of situations and for a variety of audiences. 2. Use primary and secondary research to analyze and present information in rhetorically appropriate ways. 3. Use a nationally recognized system of scholarly documentation, such as MLA or APA. |
| Dalton State College | 1. Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.  2. Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly |
| East Georgia State College | Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education. |
| Fort Valley State University | Students apply the requisite skills to produce well-organized and -supported written communication which meets collegiate proficiency standards. |
| Georgia College and State University | Students will be able to communicate clearly in oral and written English that meets conventional standards of correctness. |
| Georgia Gwinnett College | Clearly communicate ideas in written and oral form. |
| Georgia Highlands College | Students will express ideas logically and clearly in standard written English as appropriate for audience and purpose.  Students will analyze and critically interpret the content, style, point-of-view, and perspectives of factual or creative works using suitable terminology. |
| Georgia Institute of Technology | Student will demonstrate proficiency in the process of articulating and organizing rhetorical arguments in written, oral, visual, and non-verbal modes, using concrete support and conventional language. |
| Georgia Southern University | Students will use research and analysis to produce written communication adapted appropriately for specific audiences, purposes, and rhetorical situations. |
| Georgia Southwestern State University | Students will be able to write effectively for a variety of audiences to demonstrate collegiate-level writing development in various contexts. |
| Georgia State University | Students produce well-organized written communications that exhibit logical thinking and organization, use appropriate style for audience and meet conventional standards of usage. |
| Gordon State College | Students communicate effectively using appropriate writing conventions. |
| Kennesaw State University | Students will write and communicate at a college level in various modes, media, and/or rhetorical contexts.  Students will demonstrate an ability to comprehend, analyze, and interpret texts in various modes, genres, media, and/or contexts. |
| Middle Georgia State University | Students will demonstrate a collegiate competency to read critically and communicate ideas in well-developed written forms. |
| Savannah State University | Students produce well-organized written communication that meets conventional standards of composition and appropriately acknowledges the use of material from original sources.  Students demonstrate the ability to comprehend, analyze, and draw inferences from written texts. |
| South Georgia State College | Students will adapt communication to purpose and audience using the conventions of standard written English. |
| University of Georgia | **I. Foundation Courses (9 hours) –** Equivalent to Areas A1 and A2  1. Students will be able to express ideas in writing with clarity and fluency. |
| University of North Georgia | Students will demonstrate effective reading comprehension and writing, exploring the implications of ideas. |
| University of West Georgia | Demonstrate the ability to:   1. Recognize and identify appropriate topics for presentation in writing      1. Synthesize and logically arrange written presentations 2. Adapt written communication to specific purposes and audiences. |
| Valdosta State University | Students will communicate effectively in writing by using appropriate conventions of correctness, style, tone, and organization and by adapting writing to audience and context.  Students will find, evaluate, and make inferences from a variety of sources and incorporate this information accurately, correctly, and effectively into their written work. |

**Area A2: Quantitative Outcomes**

|  |  |
| --- | --- |
| **Institution** | **Outcome** |
| Abraham Baldwin Agricultural College | Students will demonstrate a strong foundation in mathematical concepts, processes, and structure, including the ability to solve multiple-step problems through varied modes of reasoning (inductive, deductive, or symbolic). |
| Albany State University | Students will demonstrate the ability to express and apply mathematical information symbolically, graphically, numerically, or verbally to solve a variety of problems. |
| Atlanta Metropolitan State College | Students will use mathematical operations and concepts to solve problems related to practical situations. |
| Augusta University | The student will solve problems about collegiate-level quantitative relationships using mathematical tools and techniques. |
| Clayton State University | Students will apply mathematical knowledge to interpret quantitative information using verbal, numerical, graphical, and symbolic forms. |
| College of Coastal Georgia | Students demonstrate the ability to solve problems and draw conclusions by effectively analyzing situations in numeric, graphical, or symbolic form. |
| Columbus State University | Model and interpret quantitative problems from authentic contexts and everyday life situations. |
| Dalton State College | 1. Students will demonstrate an understanding of data presented graphically or mathematically.  2. Students will perform foundational mathematical operations and express and manipulate mathematical information or concepts in verbal, numeric, graphic, or symbolic forms while solving a variety of problems. |
| East Georgia State College | Students will demonstrate the ability to solve problems algebraically, numerically, and graphically at the level necessary to succeed in higher education. |
| Fort Valley State University | Given application problems requiring collegiate-level quantitative reasoning skills, students will identify the appropriate mathematical model, determine the solution or non-solution and interpret the results demonstrating content mastery at the level of College Algebra, Precalculus, Mathematical Modeling or Calculus I. |
| Georgia College and State University | Students will be able to interpret mathematical information and concepts in verbal, numeric, graphical, and symbolic form. |
| Georgia Gwinnett College | Demonstrate competence in quantitative reasoning by solving problems using arithmetic methods. |
| Georgia Highlands College | Students will interpret and apply mathematical information, concepts, and principles embedded in verbal, numerical, graphic, or symbolic representations. |
| Georgia Institute of Technology | Student will demonstrate the ability to apply basic elements of differential and integral calculus to solve relevant problems. |
| Georgia Southern University | Students will apply mathematical knowledge using analytical, graphical, written, or numerical approaches to interpret information or to solve problems. |
| Georgia Southwestern State University | Students will be able to analyze and apply mathematical concepts in various forms in order to solve a variety of quantitative problems. |
| Georgia State University | Students demonstrate the ability to interpret and analyze quantitative information; to apply mathematical principles and techniques; and to use mathematical models to solve applied problems. |
| Gordon State College | Students have the ability to represent and manipulate mathematical information in verbal, numeric, graphical, and symbolic forms and use these representations and manipulations to solve a variety of problems. |
| Kennesaw State University | Students will demonstrate the ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables) and convert information into mathematical forms at a level appropriate for the complexity of problems in a college-level course. |
| Middle Georgia State University | Students will demonstrate knowledge of quantitative analysis to solve quantitative problems using mathematical functions and concepts, and coherently express solutions in verbal, numerical, graphical or symbolic forms. |
| Savannah State University | Students demonstrate the ability to use mathematical information and concepts in verbal, numeric, graphical, and symbolic forms to solve problems. |
| South Georgia State College | Students will express and manipulate mathematical information and concepts. |
| University of Georgia | **I. Foundation Courses (9 hours) –** Equivalent to Areas A1 and A2  1. Students will have the ability to express, manipulate, and apply mathematical information, concepts, and thoughts using appropriate mathematical forms, including numeric, graphical, verbal, and symbolic forms for solving a variety of problems. |
| University of North Georgia | Students will demonstrate the problem-solving ability to apply mathematical methods to comprehend, interpret, and communicate quantitative information. |
| University of West Georgia | 1. Students demonstrate a strong foundation in college-level mathematical concepts and principles. 2. Students demonstrate the ability to apply symbolic representations to model and solve real-world problems |
| Valdosta State University | Students will demonstrate mathematical proficiency by analyzing a variety of functions and solving various equations. |

**Area B: Institutional Options**

|  |  |
| --- | --- |
| **Institution** | **Outcome** |
| Abraham Baldwin Agricultural College | Students will apply effective communication skills that demonstrate clarity, critical analysis, rhetorical awareness, persuasion, and precision when presenting oral arguments. |
| Albany State University | **Diversity:** Students will demonstrate understanding of diverse peoples, cultures, and perspectives within a global society.  **Communication:** Students will demonstrate understanding and proficiency of verbal and non-verbal communication through preparation and presentation in a variety of contexts |
| Atlanta Metropolitan State College | Students will think critically, utilizing skills that include deductive and inductive reasoning, recognizing fallacies, as well as analyzing, evaluating, and synthesizing information. |
| Augusta University | The student will present in oral form a communication appropriate to the audience and goal, making reference to information or analysis that supports the presentation. |
| Clayton State University | **Critical Thinking:** Students will construct effective inductive and valid deductive arguments and determine to what extent such arguments justify their conclusions.  Students will effectively articulate ideas and knowledge in spoken communication. |
| College of Coastal Georgia | Students will be able to analyze the diversity in thought, communication, technology, and or culture in the modern world. |
| Columbus State University | Demonstrate an ability to communicate effectively verbally and non-verbally in various contexts. |
| Dalton State College | 1. Students will exhibit expertise necessary to research, organize, and present an oral report or speech.  2. Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience. |
| East Georgia State College | Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education.  Students will demonstrate the ability to gather, analyze, and evaluate information to make effective decisions. |
| Fort Valley State University | Students develop and deliver speeches using language that is appropriate to the audience, occasion and purpose and adheres to collegiate standards of verbal and non-verbal communication conventions. |
| Georgia College and State University | Students will be able to explain multiple intellectual approaches that clarify or respond to problems, topics, themes, and/or issues. |
| Georgia Gwinnett College | Demonstrate effective use of information technology. |
| Georgia Highlands College | Through oral or written communication, students will demonstrate the ability to synthesize information and articulate knowledge on issues relating to culture, society, creative expression, or the human experience. |
| Georgia Institute of Technology | Student will be able to develop algorithms and implement them using an appropriate computer language and will understand algorithmic complexity and reasonable versus unreasonable algorithms. |
| Georgia Southern University | Students will recognize and articulate global perspectives across diverse societies in historical and cultural contexts. |
| Georgia Southwestern State University | Students will be able to evaluate information critically.  or  Students will be able to understand cultural differences.  or  Students will be able to apply leadership knowledge and skills to promote civic engagement with diverse and changing societies. |
| Georgia State University | Students demonstrate effective critical thinking skills through interpreting, presenting or evaluating ideas. |
| Gordon State College | Students effectively use the three intellectual dispositions of identification, analysis, and evaluation to solve problems and support conclusions. |
| Kennesaw State University | Students will evaluate and synthesize information to support ideas and perspectives. |
| Middle Georgia State University | Students will assimilate, analyze and present thoughts and opinions in oral forms. |
| Savannah State University | Students analyze and evaluate elements of arguments and create effective, well-reasoned responses, considering opposing views when appropriate.  Students analyze historical and cultural events that have shaped the Africana experience within the context of US and global history and culture. |
| South Georgia State College | Students will apply knowledge and understanding of global and regional diversity. |
| University of Georgia | **III. Quantitative Reasoning (3-4 hours) –** Equivalent to Area B  Students will be able to:  1. Express and manipulate quantitative information, concepts, and thoughts in verbal, numeric, graphical, computational, and symbolic form to frame and devise a solution to a problem.  2. Evaluate conclusions drawn from or decisions based on quantitative data. |
| University of North Georgia | Students will analyze political, cultural, or socioeconomic interactions among people or organizations of the world. |
| University of West Georgia | Demonstrate the ability to:   1. Identify, evaluate, and use information, language, or technology appropriate to a specific purpose. 2. Adapt written English communication to specific rhetorical purposes and audiences. |
| Valdosta State University | Students will demonstrate knowledge of global and regional perspectives in areas such as the arts, humanities, sciences, and social sciences. |

**Area C: Humanities, Fine Arts, and Ethics**

|  |  |
| --- | --- |
| **Institution** | **Outcome** |
| Abraham Baldwin Agricultural College | Students will apply knowledge of historical, social, and cultural influences to understanding works of fine or literary arts as expressions of human experience. |
| Albany State University | Students will critically analyze forms of artistic and social expression that reflect values from a cultural or an informed personal perspective. |
| Atlanta Metropolitan State College | Students will identify at least one genre of the fine and applied arts and discuss the social and historical contexts from which the art form emerged. |
| Augusta University | Students will be able to demonstrate understanding of the values and perspectives developed within a diverse set of human expressions, and apply knowledge of these cultural products in order to investigate human experiences, beliefs, and decisions. |
| Clayton State University | Students will demonstrate the ability to communicate critically on cultural concepts, artifacts or expressions in either English or a foreign language. |
| College of Coastal Georgia | Students will be able to effectively explain, analyze, and or critically evaluate the meanings of creative texts or artistic works. |
| Columbus State University | **Humanities:** Describe an example of creative or intellectual endeavor and articulate a connection to the human experience.  **Fine Arts:** Identify and interpret a piece of art, whether visual, performing, or musical, using the language of that field. |
| Dalton State College | 1. Students will articulate an understanding of individual and cultural differences and perspectives across the globe.  2. Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world. |
| East Georgia State College | Students will demonstrate the ability to analyze effectively works of literature, art, or music. |
| Fort Valley State University | Students will demonstrate in writing an understanding of the concepts and values of a culture as revealed in a work of literature or art. |
| Georgia College and State University | Students will be able to explain how texts and works of art in the humanities address human experiences.  Students will be able to evaluate multiple perspectives on ethical issues. |
| Georgia Gwinnett College | Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.  Demonstrate an understanding of diversity and global perspectives leading to collaboration in diverse, global contexts.  Demonstrate an understanding of moral and ethical principles. |
| Georgia Highlands College | Students will articulate how various forms of thought and expression reflect individual, social, or cultural values and perspectives. |
| Georgia Institute of Technology | Student will be able to describe relationships among languages, philosophies, cultures, literature, ethics, or the arts. |
| Georgia Southern University | Students will identify and critically examine human values expressed in ideas and cultural products. |
| Georgia Southwestern State University | Students will be able to articulate factual and conceptual knowledge concerning literature, and one of the fine or performing arts. |
| Georgia State University | Students can effectively evaluate the role of the humanities, fine arts, and languages in the human experience. |
| Gordon State College | Students will demonstrate understanding of the ways through which human culture is expressed in literature, philosophy, fine and performing arts, or communication. |
| Kennesaw State University | **Literature:** Students will include multicultural, social, or historical contexts in their interpretation of literary work.  **Global Perspectives:** Students will analyze creative works from multiple international cultures in relation to the historical, political, economic, sociocultural, aesthetic, or personal contexts in which those works emerged. |
| Middle Georgia State University | Students will effectively interpret and critically analyze texts, works of art, or music. |
| Savannah State University | Students effectively analyze the meaning and cultural significance of literary/philosophical texts or of works in the visual/performing arts. |
| South Georgia State College | Students will apply knowledge of historical, social, or cultural influence to understanding works of human creativity. |
| University of Georgia | **IV. World Languages and Culture, Humanities and the Arts (12 hours) –** Equivalent to Area C  Students will be able to:  World Languages and Global Culture (9 hours)  1. Understand contemporary cultures and people(s) outside of the U.S.  Humanities and the Arts (3 hours)  1. Describe, interpret, and appreciate literary and artistic works and their contexts.  2. Analyze the impact and role of artistic and literary production and achievement on our understanding of the human condition. |
| University of North Georgia | Students will analyze forms of expression that reflect individual, social, and cultural values. |
| University of West Georgia | 1. Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences. 2. Students will recognize and make informed judgments about the fine, literary, or performing arts from various cultures. |
| Valdosta State University | Students will analyze, evaluate, and interpret diverse forms of human communication. |

**Area D: Natural Sciences, Mathematics, and Technology**

|  |  |
| --- | --- |
| **Institution** | **Outcome** |
| Abraham Baldwin Agricultural College | Students apply scientific reasoning and methods of inquiry to explain natural phenomena. |
| Albany State University | Students will demonstrate an understanding of the physical or biological perspectives of the universe using the scientific method, mathematical concepts, or logical reasoning. |
| Atlanta Metropolitan State College | Students will apply the steps and tenets of the scientific method. |
| Augusta University | The student will use scientific principles and knowledge to explain or predict natural phenomena. |
| Clayton State University | Students will apply scientific reasoning and methods of inquiry to solve problems or to explain natural phenomena. |
| College of Coastal Georgia | Students will be able to demonstrate the ability to solve problems and draw conclusions by analyzing situations and explaining them in numeric, graphical or symbolic form. (Mathematics)  Students will demonstrate the knowledge of fundamental scientific concepts, the scientific method, and utilize laboratory procedures to observe natural phenomena. (Sciences) |
| Columbus State University | 1. Demonstrate knowledge and understanding of key principles, theories, facts, and current hypotheses in one or more areas of natural science 2. Demonstrate knowledge and understanding of scientific reasoning and how new knowledge is acquired in one or more areas of science, including the selection and use of appropriate methods, tools, and technology for answering questions and solving problems. 3. Relate scientific principles and methods to problems that are important to individuals and societies. |
| Dalton State College | 1. Students will utilize appropriate models, systematic methods, and concepts such as the scientific method to solve problems.  2. Students will demonstrate the ability to evaluate observations, inferences, or relationships in works under investigation. |
| East Georgia State College | Students will demonstrate effective use of scientific methods. |
| Fort Valley State University | Students will use the scientific method to explore naturally occurring phenomena and utilize appropriate technology to analyze and interpret data. |
| Georgia College and State University | Students will be able to use technology to facilitate problem-solving.  Students will be able to use critical observation and analysis to model and/or predict natural phenomena.  Students will be able to evaluate mathematical and/or quantitatively-based arguments. |
| Georgia Gwinnett College | Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts through effective use of the scientific method.  Demonstrate effective use of information technology. |
| Georgia Highlands College | Students will demonstrate knowledge of college-level scientific concepts, along with the application of those concepts through experimentation and observation.  Students will use appropriate models and quantitative methods to analyze data, explore relationships among variables, and find missing information. |
| Georgia Institute of Technology | Student will be able to demonstrate the ability to obtain, analyze, interpret, and criticize qualitative observations and quantitative measurements to explain natural phenomena and to test hypotheses. |
| Georgia Southern University | Students will use scientific reasoning and methods, mathematical principles, or appropriate technologies to investigate natural phenomena. |
| Georgia Southwestern State University | Students will be able to interpret symbolic representations of data relevant to the physical world.  Students will be able to evaluate the relationship between observation and inference in the natural sciences. |
| Georgia State University | Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems. |
| Gordon State College | Students will demonstrate understanding of the natural world and methods of scientific investigation. |
| Kennesaw State University | Students will demonstrate an understanding of college-level scientific principles, theories, and laws, and apply them to solve problems and explore natural phenomena.  Students will demonstrate an ability to effectively apply symbolic representations to model and solve problems. |
| Middle Georgia State University | Students will solve problems using scientific principles and the scientific method. |
| Savannah State University | Students demonstrate a collegiate-level understanding of the nature of science and the scientific method and knowledge of fundamental concepts in one or more fields of science. |
| South Georgia State College | Students will use reasoning and methods of inquiry to critically analyze data, solve problems, and explain natural phenomena. |
| University of Georgia | **II. Sciences (7-8 hours) –** Equivalent to Area D  Students will be able to:  1. Demonstrate an understanding of basic knowledge, principles, and laws in the natural sciences.  2. Explain how knowledge is constructed in the sciences using the scientific method.  3. Locate and evaluate reliable sources of scientific evidence to construct arguments, to apply scientific knowledge and to critically assess real-world issues.  In addition to the learning outcomes above, on completion of a course with laboratory experience, students will be able to:  1. Demonstrate proficiency in experimental science by making observations, understanding the fundamental elements of experiment design, generating and analyzing data using appropriate quantitative tools, using abstract reasoning to interpret data and relevant formulae, and testing hypotheses with scientific rigor. |
| University of North Georgia | Students will apply principles of scientific method and mathematical techniques to the analysis of the natural or physical world. |
| University of West Georgia | Demonstrate the ability to:   1. Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world. 2. Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences. |
| Valdosta State University | Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems. |

**Area E: Social Sciences**

|  |  |
| --- | --- |
| **Institution** | **Outcome** |
| Abraham Baldwin Agricultural College | Students will describe how historical, economic, political, social, and spatial relationships develop, persist, and change, as well as how they are impacted by the complexity and diversity of individual and group behavior. |
| Albany State University | Students will analyze historical, political, social, spatial, psychological processes and how they impact the diversity of the human experience. |
| Atlanta Metropolitan State College | Students will have the ability to articulate the complexity of human behavior as a function of the commonality and diversity within groups. |
| Augusta University | The student will understand the complexity and diversity of human behavior. |
| Clayton State University | E1 & E2: Students will explain how cultural, political, social, economic, or environmental factors have impacted various people or societies of the world.  E3: Students will evaluate political events, issues, groups or individuals in United States history.  E4: Students will examine and apply concepts of social identity and individual differences, such as ethnicity, race, gender, age, class, ability or sexual orientation. |
| College of Coastal Georgia | 1. Students will be able to demonstrate understanding of the evolving political, social, or institutional developments of the United States. 2. Students will analyze the complexity of human behavior and how historical, economic, political, or spatial relationships develop, persist, or change. |
| Columbus State University | Apply methods of inquiry, evaluate arguments, and draw conclusions in the social sciences. |
| Dalton State College | 1. Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.  2. Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.  3. Students will demonstrate the ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States.  4. Students will articulate the constitutional principles and governmental processes fundamental to American democracy and political participation. |
| East Georgia State College | Students will demonstrate the ability to analyze human behavior from a variety of perspectives. |
| Fort Valley State University | Students effectively analyze the complexity of human behavior, and how historical, economic, political, social, or spatial relationships develop, persist, or change. |
| Georgia College and State University | Students will be able to interpret social science research from various sources. |
| Georgia Gwinnett College | Demonstrate an understanding of human and institutional decision making from multiple perspectives. |
| Georgia Highlands College | Students will analyze, from multiple perspectives, the ways that historical, economic, political, social, or cultural relationships develop. |
| Georgia Institute of Technology | Student will demonstrate the ability to describe the social, political, and economic forces that influence social behavior. |
| Georgia Southern University | Students will articulate and analyze how political, historical, social, or economic forces have shaped and continue to shape human behaviors and experiences. |
| Georgia Southwestern State University | Students will be able to articulate factual and conceptual knowledge concerning societal dynamics. |
| Georgia State University | Students effectively analyze the complexity of human behavior and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change. |
| Gordon State College | Students will demonstrate understanding of the historical, political, or behavioral development of individuals or societies and be able to apply the tools of the social sciences to understand the complexities of individuals and the problems and institutions of society. |
| Kennesaw State University | Students will analyze the complexity of how historical, economic, or political relationships develop, persist, or change.  Students will demonstrate a broad understanding of history, political systems, or cultures of the U.S. |
| Middle Georgia State University | Students will analyze effectively the complexity of human behavior, or how historical, economic, political, social, or spatial relationships develop, persist, or change. |
| Savannah State University | Students critically analyze historical, economic, political, social, spatial, or psychological processes and how they contribute to the human experience. |
| South Georgia State College | Students will analyze the nature of basic historical, political, or cultural aspects of society. |
| University of Georgia | **V. Social Sciences (9 hours) –** Equivalent to Area E  1. Identify and explain the fundamental concepts of social policy at either the local, national, or global scale.  2. Interpret interconnections among and difference between social institutions, groups, or individuals. |
| University of North Georgia | Students will analyze the complexity of human behavior as a function of the commonality and diversity within or between groups. |
| University of West Georgia | 1. Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history. 2. Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics, adapting written communication to specific purposes and audiences. 3. Students will demonstrate knowledge of the fundamental concepts of a discipline examining the social world. |
| Valdosta State University | Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time. |