

GENERAL EDUCATION CURRICULUM

VCU's general education curriculum seeks to provide a diverse student body with a broad base of knowledge and the intellectual skills to participate actively in a changing world. To those ends, the general education curriculum challenges students to seek creative answers to complex problems, see connections between disciplines and between ideas, and develop an informed perspective on the varieties of human experience. Courses included in the general education curriculum are open to all VCU undergraduate students and therefore do not focus on those skills, techniques or procedures specific to a particular occupation or profession. The general education curriculum which follows consists of 30 credit hours divided into three sections: foundations, breadth of knowledge and areas of inquiry. While foundations courses are distinct from the rest of the general education curriculum, the courses contained within the breadth of knowledge and areas of inquiry sections overlap.

Foundations (12-13 credits)

To ensure that all students enrolled at VCU are provided with a firm foundation upon which to pursue their intellectual and professional goals, the general education curriculum requires that all students take the following courses.

Course	Title	Hours
UNIV 111 Play course video for Focused Inquiry I	Focused Inquiry I	3
UNIV 112 Play course video for Focused Inquiry II	Focused Inquiry II ¹	3
UNIV 200	Inquiry and the Craft of Argument ¹	3
Quantitative foundations		
Select one of the following:		3-4
BUSN 171	Mathematical Applications for Business	
BUSN 212	Differential Calculus and Optimization for Business	
MATH 131	Introduction to Contemporary Mathematics	
MATH 139	College Algebra with Applications	
MATH 141	Algebra with Applications	
MATH 151	Precalculus Mathematics	
MATH 200	Calculus with Analytic Geometry I	
STAT 208	Statistical Thinking	
STAT 210	Basic Practice of Statistics	
STAT 212	Concepts of Statistics	
Total Hours		12-13

1

A minimum grade of C is required in UNIV 112 and UNIV 200. Transfer credits are not accepted for these three UNIV courses after a student is enrolled at the university.

Breadth of knowledge (SACSCOC) (nine credits)

2

All students must earn at least three credits in each of the three breadth of knowledge areas listed below. All courses listed in the three sections below also count toward the 17-18 credit hour areas of inquiry requirement.

Course	Title	Hours
Humanities/fine arts		
This requirement is fulfilled by these courses included in the four areas of inquiry. Select one of the following.		3
AFAM 111 Play course video for Introduction to Africana Studies	Introduction to Africana Studies	
ARTE 222	Rethinking Popular, Visual and Media Culture	
ARTH 201	Banned! Art and Controversy	
CREA 201	The Creative Economy	
DANC 230	Dance in Hollywood	
ENGL 215	Reading Literature	
ENGL 250	Reading Film	
HIST 201	The Art of Historical Detection: ____	
HIST 202	History Without Borders: ____	
IDES 261	What is Good Design? A Survey of 20th- and 21st-century Design	
MHIS 251	American Popular Music	
MHIS 252	Soundscapes	
NEXT 240	Reading Technology, Media and Culture	
PHIL 201	Introduction to Ethics	
PHIL 221	Critical Thinking	
RELS 108	Human Spirituality	
THEA 215	Live Theatre Now	
UNIV 299	What's the Big Idea?	
WRLD 203	Cultural Texts and Contexts: ____	
WRLD 230	Introduction to World Cinema	
Natural sciences		
This requirement is fulfilled by these courses included in the four areas of inquiry. Select one of the following.		3
BIOL 101	Biological Concepts	
BIOL 103	Global Environmental Biology	
BIOL 151	Introduction to Biological Sciences I	
BNFO 125	Disease and Human Ancestry	
CHEM 101	General Chemistry I	
CHEM 110	Chemistry and Society	
CHEZ 101	General Chemistry Laboratory I	
ENVS 201	Earth System Science	
FRSC 202	Crime and Science	
INSC 201	Energy!	
PHYS 101	Foundations of Physics	
PHYS 103	Elementary Astronomy	
PHYS 201	General Physics I	
PHYS 207	University Physics I	
Social/behavioral sciences		

This requirement is fulfilled by these courses included in the four areas of inquiry. Select one of the following.		3
ANTH 103	Introduction to Anthropology	
CLED 200	The Science of Resilience and Holistic Health	
ECON 203	Introduction to Economics	
ECON 205	The Economics of Product Development and Markets	
ECON 210	Principles of Microeconomics	
EDUS 203	Pop-cultural Foundations of Education: Film/TV, Music, Literature and Schooling in the U.S.	
GSWS 201	Introduction to Gender, Sexuality and Women's Studies	
INTL 101	Human Societies and Globalization	
MASC 101	Mass Communications	
MASC/INTL 151	Global Communications	
MASC 274	Diversity in the Media	
POLI 103	U.S. Government	
POLI/INTL 105	International Relations	
PSYC 101 Play course video for Introduction to Psychology	Introduction to Psychology	
SCTS 200	Science in Society: Values, Ethics and Politics	
SEDP 202	Preparing Diverse Learners From Multicultural and Global Perspectives	
SLWK 200	Building a Just Society	
SOCS 340	Human Sexuality	
SOCY 101 Play course video for Introduction to Sociology	Introduction to Sociology	
SOCY/INTL 250	Confronting Climate Crisis	
TEDU 207	Urban Awareness and Urban Education	
TEDU 210	Debunking Classroom Myths: How and Why Do We Learn Ideas Incorrectly?	
Total Hours		9

2

Courses taken to fulfill the three breadth of knowledge requirements categories also count toward the general education curriculum's four areas of inquiry.

Areas of inquiry (17-18 credits total, including the nine credits from breadth of knowledge)

The remaining course work in the general education curriculum must be divided among the four areas of inquiry below, with at least three, and no more than nine, credits from each of the four areas. In fulfilling these requirements, students may apply no more than six credits with the same four-letter prefix (ex. RELS, MGMT) to the 17-18 credit total requirement, regardless of the area of inquiry under which they are listed. Courses taken to complete the breadth of knowledge requirements also fulfill area of inquiry requirements.

Course	Title	Hours
Creativity, innovation and aesthetic inquiry		
Courses in this area encourage students to examine the circumstances that produce creative work; investigate the criteria used to judge creative work; and consider the role of imagination in expressing the human condition.		3-9
ARTE 222	Rethinking Popular, Visual and Media Culture	
ARTH 201	Banned! Art and Controversy	
CREA 201	The Creative Economy	
DANC 230	Dance in Hollywood	
EDUS 203	Pop-cultural Foundations of Education: Film/TV, Music, Literature and Schooling in the U.S.	
ENGL 215	Reading Literature	
ENGL 250	Reading Film	
IDES 261	What is Good Design? A Survey of 20th- and 21st-century Design	
INNO 210	The Innovation Intersection: Industry and Entrepreneurship	
MHIS 251	American Popular Music	
MHIS 252	Soundscapes	
NEXT 240	Reading Technology, Media and Culture	
SPCH 221	Oral Communication and Presentation	
THEA 215	Live Theatre Now	
WRLD 203	Cultural Texts and Contexts: ____	
WRLD 230	Introduction to World Cinema	
Diversities in the human experience		
These courses will introduce students to the modes of inquiry used in the study of social institutions and human behavior. Students enrolled in these courses will seek to investigate the relationship between the individual and society and the varieties of human psychology and development.		3-9
CLED 200	The Science of Resilience and Holistic Health	
CSIJ 200	Race and Racism in America	
GRTY 200	Disrupting Ageism: An Exploration of Diversity and Aging	
GSWS 201	Introduction to Gender, Sexuality and Women's Studies	
HIST 201	The Art of Historical Detection: ____	
HSEP 101	Homeland Security and Emergency Preparedness	
MASC 101	Mass Communications	
MASC 274	Diversity in the Media	
NURS 103	Culture, Diversity and Communication in Health Care Settings	
NURS 104	Conceptualizing Mental Illness in Western Culture	
PHIL 201	Introduction to Ethics	
POLI 103	U.S. Government	
PSYC 101 Play course video for Introduction to Psychology	Introduction to Psychology	

RELS 108	Human Spirituality
SLWK 200	Building a Just Society
SOCS 340	Human Sexuality
SOCY 101 Play course video for Introduction to Sociology	Introduction to Sociology
TEDU 207	Urban Awareness and Urban Education
UNIV 299	What's the Big Idea?

Global perspectives

Through these courses students will encounter and comprehend cultures and contexts outside the U.S.; develop an understanding of how the world is interconnected; and consider alternative viewpoints among disciplines, histories and cultures. 3-9

AFAM 111 Play course video for Introduction to Africana Studies	Introduction to Africana Studies
ANTH 103	Introduction to Anthropology
BUSN 205	Introduction to the World of Business
ECON 203	Introduction to Economics
ECON 205	The Economics of Product Development and Markets
ECON 210	Principles of Microeconomics
HIST 202	History Without Borders: ____
INTL 101	Human Societies and Globalization
MASC 151	Global Communications
POLI 105	International Relations
SEDP 202	Preparing Diverse Learners From Multicultural and Global Perspectives
SOCY 250	Confronting Climate Crisis
URSP 350/ INTL 345/FRLG 345	Great Cities of the World

Scientific and logical reasoning

These courses examine how logical and empirical methods can be used to form and revise beliefs; use scientific concepts to describe the world and formulate questions; and model phenomena through the use of mathematics, computer programs and physical representations. 3-9

BIOL 101	Biological Concepts
BIOL 103	Global Environmental Biology
BIOL 151	Introduction to Biological Sciences I
BNFO 125	Disease and Human Ancestry
CHEM 101	General Chemistry I
CHEM 110	Chemistry and Society
CHEZ 101	General Chemistry Laboratory I
CMSC 210	Computers and Programming
EGRB 102	Introduction to Biomedical Engineering
EGRB 105	Successes and Failures in Biomedical Technologies
ENVS 201	Earth System Science
FIRE 301	Personal Financial Planning
FRSC 202	Crime and Science

HPEX 310	Fitness and Health
INSC 201	Energy!
MATH 120	Seeing, Playing, Deciding – This is Math?
PHIL 221	Critical Thinking
PHYS 101	Foundations of Physics
PHYS 103	Elementary Astronomy
PHYS 201	General Physics I
PHYS 207	University Physics I
SCTS 200	Science in Society: Values, Ethics and Politics
TEDU 210	Debunking Classroom Myths: How and Why Do We Learn Ideas Incorrectly?

Total Hours

17-18

VCU's general education learning goals, definitions and outcomes

Communicative fluency

Communicative fluency is understanding and creating shared meaning with effective use of language and communicative practices, intentional engagement of audience, cogent and coherent iteration and negotiation with others, and skillful translation across multiple expressive formulations and modes.

1. Develop and present cogent, coherent and error-free written communication with general and specialized audiences
2. Develop and present cogent, coherent and error-free oral communication with general and specialized audiences
3. Recognize and use other modalities of communication (e.g. digital, expressive and scientific) effectively and appropriately
4. Understand and effectively uses genre and disciplinary conventions for communication, including syntax and mechanics, for a variety of purposes
5. Choose a variety of sources of evidence appropriate to the audience and purpose; selects sources after considering the importance of multiple criteria, such as relevance, currency, authority, scholarship, and bias or point of view
6. Achieve positive outcomes with others through interpreting both verbal and nonverbal information, social perceptiveness, empathy, persuasion and negotiation; able to select key pieces of a complex idea to express in words, sounds and images, in order to build shared understanding

Ethical reasoning

Ethical reasoning includes judgments of right and wrong, good and bad, related to human conduct especially concerning matters of justice, fairness, equity and social responsibility. Value systems, both culturally inherited and different from students' own experiences, inform the deliberations regarding the quality of life and social goods necessary to employ ethical decision-making.

1. Recognize ethical issues
2. Identify one's culturally inherited beliefs through self-awareness and civic identity
3. Understand the different ethical perspectives/concepts and diversity of communities and cultures
4. Apply beliefs and ethical perspectives
5. Demonstrate the impact of ethical decision-making on civic contexts and structures

Global and cultural responsiveness and agility

Global and cultural responsiveness and agility requires (1) suspension of judgment in valuing interactions with culturally different others and (2) empathic and flexible responsiveness to unfamiliar ways of being, recognizing that all actions have correlative intercultural effects. This competency's primary goal, achievable only after several courses with this competency, is for students to advance equity and justice on local and global levels, well-informed by historical and political contexts.

1. Demonstrate understanding of relevant historical, cultural and political contexts
2. Compare and contrast practical and ideological differences among cultures
3. Show appropriate contexts and methods for suspending value judgments
4. Demonstrate capacity for empathy
5. Demonstrate sensibility to actions' consequent reciprocal reactions

Information literacy

Information literacy is a set of integrated abilities to solve problems and generate new knowledge that encompasses recognizing an information need; critically identifying, locating and evaluating appropriate resources; and responsibly and effectively synthesizing, applying and sharing information.

1. Recognize an information need and determine extent and type of information needed
2. Identify and locate appropriate sources
3. Critically evaluate information and its sources
4. Effectively synthesize, apply and share information to accomplish a specific purpose
5. Demonstrate understanding of relevant legal and ethical issues for information use

Problem solving (critical and creative)

Problem solving is the process of designing, evaluating and implementing approaches to open-ended questions in order to achieve a desired outcome or goal, based on both (1) the comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion and (2) the synthesis of ideas, images or expertise, and imaginative thinking characterized by innovation, divergent thinking and risk-taking.

1. Define complex problems, issues or questions
2. Identify and seek out approaches, information, skills and relevant resources
3. Develop and propose multiple solutions (demonstrating intellectual risk-taking and tolerance for ambiguity)
4. Evaluate potential solutions with awareness of contradictions, competing assumptions and consideration of context
5. Analyze the implications, consequences and outcomes of solutions

Quantitative literacy

Quantitative literacy is the knowledge of mathematical/statistical operations and graphical representations of numerical data; the knowledge of how to represent real-world objects, events, information and problems as symbolic data sets; the ability to recognize which mathematical/statistical operations are applicable to given data sets; and the ability to analyze, interpret and explain the output of mathematical/statistical operations performed by the student or presented in the published literature.

1. Convert information into mathematical/symbolic forms
2. Recognize the appropriate mathematical/statistical operations for the analysis of given information/data sets
3. Perform mathematical/statistical operations
4. Extract the meaning of a quantitative analysis, draw inferences and produce appropriate conclusions
5. Express the rationale for the application of specific operations to specific data sets and the validity of conclusions derived from analyses