**GENERAL EDUCATION CURRICULUM**

ConnectEd, 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, ConnectEd 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 ConnectEd 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.

**Note:** In addition to the courses listed below, courses added to the ConnectEd categories in future bulletins will fulfill the same category for enrolled students during their tenure at VCU. Thus, categories present in the student’s effective Bulletin can be fulfilled with any course that is approved for that category after matriculation and until the time that general education requirements are completed.

**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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>UNIV 111</td>
<td>Play course video for Focused Inquiry I</td>
<td>3</td>
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<tr>
<td>UNIV 112</td>
<td>Play course video for Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200</td>
<td>Advanced Focused Inquiry: Literacies, Research and Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Honors foundation options**

- HONR 200    | Research Writing                                | 3     |
- HONR 250    | Writing In Cultural Conversation                | 3     |

**Quantitative foundations**

Select one of the following: 3-4

- BUSN 212  | Business Problem Solving and Analysis           |       |
- 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                    |       |

**Breadth of knowledge (SACSCOC) (nine credits)**

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.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td>This requirement is fulfilled by these courses included in the four areas of inquiry. Select one of the following.</td>
<td></td>
</tr>
<tr>
<td>AFAM 111</td>
<td>Play course video for Introduction to Africana Studies</td>
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<tr>
<td>ARTH 201</td>
<td>Banned! Art and Controversy</td>
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<tr>
<td>CREA 201</td>
<td>The Creative Economy</td>
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<tr>
<td>DANC 230</td>
<td>Dance in Hollywood</td>
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<tr>
<td>ENGL 215</td>
<td>Reading Literature</td>
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<td>ENGL 217</td>
<td>Reading New Literature</td>
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<tr>
<td>ENGL 250</td>
<td>Play course video for Reading Film</td>
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<tr>
<td>HIST 201</td>
<td>The Art of Historical Detection: ____</td>
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<td>HIST 202</td>
<td>History Without Borders: ____</td>
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<tr>
<td>IDES 261</td>
<td>What is Good Design? A Survey of 20th- and 21st-century Design</td>
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<tr>
<td>MHIS 251</td>
<td>American Popular Music</td>
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<td>MHIS 252</td>
<td>Soundscapes</td>
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<tr>
<td>NEXT 240</td>
<td>Reading Technology, Media and Culture</td>
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<tr>
<td>PHIL 201</td>
<td>Introduction to Ethics</td>
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<tr>
<td>PHIL 221</td>
<td>Critical Thinking</td>
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<tr>
<td>RELS 108</td>
<td>Human Spirituality</td>
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<tr>
<td>THEA 215</td>
<td>Live Theatre Now</td>
<td></td>
</tr>
<tr>
<td>UNIV 299</td>
<td>What’s the Big Idea?</td>
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<tr>
<td>WRLD 203</td>
<td>Cultural Texts and Contexts: ____</td>
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</table>
### Natural sciences

This requirement is fulfilled by these courses included in the four areas of inquiry. Select one of the following.

- **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.

- **ANTH 103** Introduction to Anthropology
- **CLED 200** The Science of Resilience and Holistic Health
- **ECON 202** Inequality in America
- **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
- **HADM 215** Introduction to Health Care Through a Policy Lens
- **INTL 101** Human Societies and Globalization
- **INTL 295** Media Diplomacy and Globalization
- **MASC/INTL 151** Global Communications
- **MKTG 222** Marketing and Society
- **POLI 103** U.S. Government and Politics
- **POLI/INTL 105** International Relations
- **PSYC 101** Play course video for 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

### 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.

- **ALHP 202** Creative Expressions of Healing and Resilience
- **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.
- **EGMN 111** Great Inventions: How They Work and Their Impact on Society
- **ENGL 215** Reading Literature
- **ENGL 217** Reading New Literature
- **ENGL 250** Play course video for Reading Film
- **IDES 261** What is Good Design? A Survey of 20th- and 21st-century Design
- **INNO 210** The Innovation Intersection: Industry and Entrepreneurship

### 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.
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.

- AMST 216 Reading Race
- CLED 200 The Science of Resilience and Holistic Health
- CSIJ 200 Introduction to Race and Racism in the United States
- ECON 202 Inequality in America
- FASH 130 The Meaning of Dress
- GRTY 200 Disrupting Ageism: An Exploration of Diversity and Aging
- GSWS 201 Introduction to Gender, Sexuality and Women’s Studies
- HADM 215 Introduction to Health Care Through a Policy Lens
- HIST 201 The Art of Historical Detection
- HSEP 101 Homeland Security and Emergency Preparedness
- 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 and Politics
- PSYC 101 Play course video for 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
- TEDU 207 Urban Awareness and Urban Education
- TEDU 211 Censored in School: Banned Books
- 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.

- AFAM 111 Play course video for Introduction to Africana Studies
- ANTH 103 Introduction to Anthropology
- ARBC 101 Beginning Arabic I
- BUSN 205 Introduction to the World of Business
- CHIN 101 Beginning Chinese I
- ECON 203 Introduction to Economics
- ECON 205 The Economics of Product Development and Markets
- ECON 210 Principles of Microeconomics
- FREN 101 Beginning French I
- GRMN 101 Beginning German I
- HIST 202 History Without Borders
- INTL 101 Human Societies and Globalization
- INTL 295 Media Diplomacy and Globalization
- ITAL 101 Beginning Italian I
- MASC/INTL 151 Global Communications
- POLI/INTL 105 International Relations
- RUSS 101 Beginning Russian I
- SEDP 202 Preparing Diverse Learners From Multicultural and Global Perspectives
- SOCY/INTL 250 Confronting Climate Crisis
- SPAN 101 Beginning Spanish
- 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.

- 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
- CLLS 202 Introduction to Infectious Disease and Societal Impacts
- 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 201 Personal Financial Planning
General education curriculum

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<tr>
<td>FRSC 202</td>
<td>Crime and Science</td>
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<tr>
<td>HPEX 310</td>
<td>Fitness and Health</td>
<td>1</td>
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<tr>
<td>INSC 201</td>
<td>Energy</td>
<td>1</td>
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<tr>
<td>MATH 120</td>
<td>Seeing, Playing, Deciding – This is</td>
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<td></td>
<td>Math?</td>
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<td>and Politics</td>
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<tr>
<td>TEDU 210</td>
<td>Debunking Classroom Myths: How and</td>
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<td></td>
<td>Why Do We Learn Ideas Incorrectly?</td>
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</table>

Total Hours 17-18

This course is available in an online modality.

**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 use 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; select sources after considering the importance of multiple criteria, such as relevance, currency, authority, scholarliness, and bias or point of view
6. Achieve positive outcomes with others through interpreting both verbal and nonverbal information, social perpectiveness, 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) empathetic 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