1.4.7 GENERAL EDUCATION REGULATIONS

1. Purpose

ADA University aims to ensure that its students develop a well-rounded personality by acquiring competencies that go beyond the confines of their main fields of specialization. It thus strives to improve the performance of students during their studies, to cultivate ethical citizens, and to train highly flexible and versatile graduates that will be competitive on the national and international labor markets. In order to achieve these objectives, the University requires that undergraduate students complete a *General Education Program* that is an integral part of all undergraduate degree programs. The purpose of this document is to outline ADA University's General Education regulations.

2. Scope and Recommendations

This regulation applies to all undergraduate degree programs at ADA University. It should be read alongside ADA University's *Undergraduate Degree Regulations*.

Teachers, undergraduate students, and all those involved in the development of undergraduate degree programs are expected to be thoroughly familiar with the regulations set forth in this document.

3. Definitions

General Education: This encompasses courses offered to all students enrolled in undergraduate degree programs at ADA University. The purpose of the General Education component is to cultivate a well-rounded person in foundational areas such as the Humanities, Social Sciences, Natural Sciences and Quantitative Reasoning; Writing and Information Literacy; and Leadership and Communication.

4. General Education Regulations

4.1 General Provisions

a. The *General Education Program* must be comprehensive and coherently structured. It is to be comparable to the programs offered by U.S. institutions of higher education.
b. The *General Education Program* outlined in this document must be incorporated into all undergraduate degree programs. The General Education requirements are similar across all programs, but they may differ depending on the nature of the degree. The *Bachelor of Laws* program and the *Bachelor of Science in Mathematics* program have different General Education requirements. These requirements are defined in the respective program description.
c. The *General Education Program* must provide students with the opportunity to develop a well-rounded personality. In order to meet this purpose, the General Education component includes courses from the following areas: (1) *Humanities*, *Social Sciences*, *Natural Sciences and Quantitative Reasoning*, (2) *Writing and Information Literacy*, and (3) *Leadership and Communication*.
d. Program developers, the Director of the *General Education Program*, and Program Directors must ensure that all the areas mentioned in 4.1.c. are (and continue to be) comprehensively

covered by the University's undergraduate degree programs, and this based on the credit requirements delineated in this document.

e. It is the responsibility of the Director of the *General Education Program* to coordinate and monitor the implementation of the *General Education Program*.
f. The General Education component usually consists of 60 credits or 10 courses. Each course of the *General Education Program* awards 6 credits.
g. Students are expected to complete the General Education component during the first 120 credits earned.
h. The minimum passing grade for all General Education courses is D, except for the courses *Writing and Information Literary I* and *Writing and Information Literary II*, in which students need to achieve a C- grade or better to pass.
i. In some cases, General Education courses may also meet Major Core, Technical Elective or Free Elective requirements. In no case may students substitute General Education courses for Major Core, Technical Elective or Free Elective courses (or vice versa).
j. The following chapters provide an overview (1) of the credit requirements and (where applicable) of the course selection criteria for each of the areas mentioned in 4.1.c and (2) of all the courses that are part of the *General Education Program* (including condensed course descriptions). More detailed information on items such as course content and syllabus, learning outcomes, assessment methods and criteria, teaching and learning materials, and instructional methods and learning activities must be included in the description of each course that is to be made available to students prior to the beginning of a course. Further requirements for course descriptions are outlined in ADA University's *Curriculum and Course Development Policy*.

4.2 Humanities, Social Sciences, Natural Sciences and Quantitative Reasoning

a. Students must successfully complete 6 courses and acquire 36 credits in the areas of *Humanities*, *Social Sciences*, *Natural Sciences and Quantitative Reasoning*.
b. The following courses are part of the *Humanities* area: *Fundamentals of Philosophy*, *Perspectives on Ethics and Values*, *History of Azerbaijan* and *Literature of Azerbaijan*. Undergraduate programs must include either of the first two and either of the last two courses. They may alternatively allow students to choose any of the first two and any of the last two courses.
    (1) The course *Fundamentals of Philosophy* is designed to introduce students to philosophical ideas that have shaped the world's intellectual history for thousands of years and that are still relevant today. It covers the following topics: philosophy in antiquity, epistemology, metaphysics, religion and philosophy, political philosophy, nihilism, modernism, and postmodernism. Throughout the course, students are not presented with ready-made answers, but are instead encouraged to think critically about and form independent opinions on fundamental questions raised by subjects such as religion, morality, politics, or ideology.
    (2) The course *Perspectives on Ethics and Values* examines the concepts of morality, ethics and values that play a central role in human society and culture. It focuses on key areas and topics that are relevant to the discussion of these concepts, including Applied Ethics, the sources of morality, diversity and pluralism, or traditional values and the changing nature of values. The course will also provide a brief overview of diverse cultures and traditions in different geographical regions of the world. While developing an understanding of the role of morality and of various moral traditions, students will also be challenged to critically reflect on these issues and to enrich and reconsider their own moral systems and values.

(3) The course *History of Azerbaijan* traces major political, socio-economic and cultural developments that shaped Azerbaijan from ancient times to the present day. It aims to provide students with an understanding of their own historical and cultural inheritance and to develop their interest in history, their historical consciousness, their personal and national identity, and their sense of active citizenship. It thus also offers them opportunities for personal growth and development. The course furthermore explores various forms of statecraft, from ancient times to the Age of Empire to today's independence, and it examines the influence of cross-national and international relations on various social, economic, political, cultural and linguistic developments in the historical territory of Azerbaijan.

(4) The course *Literature of Azerbaijan* covers various periods and genres of Azerbaijani literature. By analyzing texts from different historical and cultural perspectives, students are encouraged to read and interpret Azerbaijani literature in the context of world literature, to reflect on the cultural significance of literature, and to develop a critical perspective on literature. They are made familiar with different literary techniques and styles and with methods from various disciplines that are used to analyze literary texts (such as comparative analysis, the biographical approach, the historical approach, phenomenology, hermeneutics, or discourse analysis).

c. The following courses are part of the *Social Sciences* area: *Introduction to Sociology*, *Introduction to Social Psychology*, *Civilizations and Cultures* and *Azerbaijani Studies*. Undergraduate programs must include either of the first two and either of the last two courses. They may alternatively allow students to choose any of the first two and any of the last two courses.

(1) The course *Introduction to Sociology* aims to provide an overview of major sociological theories, concepts and topics. It focuses both on the history of sociology and on the analysis of sociological approaches to contemporary issues. Students will become familiar with the philosophical foundations of social thought, and they will begin to understand how sociology contributes to our understanding of the world. They will furthermore be encouraged to critically engage with the core concepts and theories discussed in the course.

(2) The course *Introduction to Social Psychology* aims to familiarize students with major theories, concepts and issues of social psychology and to offer them insights that they can apply to their personal and professional lives. Its main focus is on the interplay between individuals and their social environments and on how an individual's thoughts, feelings and behaviors are influenced by others and by social situations and contexts. Throughout the course, students will examine key figures, diverse theoretical perspectives, relevant research methods and seminal publications that have shaped some of the major areas of contemporary social psychology. They will furthermore analyze the role that concepts such as race, gender, sexual orientation, culture, or religion (to name but a few) play in social psychology.

(3) The course *Civilizations and Cultures* offers a historical and cultural overview of major stages, structures and events that shaped the civilizations of the East and the West. By focusing on either of them, students will begin to understand that both civilizations and cultures are inextricably linked. The course will trace important developments from the prehistoric period to the present day, which will allow students to recognize that the present can only be understood and the future only be shaped against the background of an understanding of the past. The course will conclude with an analysis of the manifold and intricate relationships between different civilizations and cultural traditions in our modern, rapidly changing and increasingly unstable world.

(4) The course *Azerbaijani Studies* covers key periods and works of Azerbaijani culture, from the *Book of Dede Korkut*, an ancient Azerbaijani epos, through major cultural developments in the Renaissance and the Age of Enlightenment, to the cultural and political history and the current state of Azerbaijan in the 20th and 21st centuries. Students will thus be introduced to the historical and cultural roots of the Azerbaijani nation and to its manifold contributions to the world's civilization. Topics that are covered in this course include Azerbaijani literature, theatre and music, Azerbaijani cinema, religion in Azerbaijan, the Republic of Azerbaijan in 1918-1920, Azerbaijani Firsts, and Azerbaijani multiculturalism.

d. The following courses are part of the *Natural Sciences and Quantitative Reasoning* area: *Fundamentals of Physics*, *Introduction to Environmental Sciences*, *Introduction to Statistics*, *Calculus I* and *Data and Computing Skills*. Undergraduate programs must include either of the first two and either of the last three courses. They may alternatively allow students to choose any of the first two and any of the last three courses. Students of the degree programs *Bachelor of Science in Economics* and *Bachelor of Science in Finance* are required to complete the course *Calculus I* as part of their General Education component.

(1) The course *Fundamentals of Physics* introduces students to the history of physics and to its basic concepts, laws and principles, but also to its significance in modern science, technology and everyday life. It covers major topics from classical and modern physics, including fluids, thermodynamics, electricity and magnetism. It is designed to allow students who are not familiar with natural sciences to become acquainted with the world of physics, with its role in our modern world, and with modern technologies. They will gain insights into scientific principles and methods and into the most recent technological developments, which is all the more important since science and technology are the driving forces behind the innovation economy of the future.

(2) The course *Introduction to Environmental Sciences* introduces students to the scientific knowledge of the environment that is needed to solve environmental problems in a local, national, intercultural and global context. It aims to raise their awareness of environmental problems and of the close relationship between these problems and our modern ways of living. It thus intends to equip them with the knowledge and skills that policy makers, entrepreneurs and responsible citizens require if they want to address ecological problems adequately. The course covers topics such as energy and water use, global warming, overpopulation, sustainable waste management, the conservation of natural resources, or the preservation of biodiversity.

(3) The course *Introduction to Statistics* aims to introduce students to statistical methods required for effective research. Students will become familiar with the foundations of statistics and with the process of decision making based on data mining, data description, and statistical analysis. They will learn how to interpret statistics encountered in daily life and how to apply statistical reasoning to real-world contexts. In doing so, students will begin to think critically about data and the statistical analysis of data. The course will cover basic principles and concepts of statistics, including sampling methods, descriptive measures, probability and conditional probability, random variables and probability distributions, characteristic functions, statistical inference, and basic forecasting.

(4) The course *Calculus I* covers the two fields *differential calculus* and *integral calculus*. It is designed to familiarize students with major concepts and methods of (differential and integral) calculus (such as limiting behaviors, difference quotients and the derivative, definite and indefinite integrals, or the fundamental theorem of calculus). It also aims to introduce students to the mathematical analysis of economics, which relies on the concepts, methods and symbols of mathematics to formulate assumptions, arguments and conclusions. – The subsequent course *Calculus II* is not part of the *General Education*

Program but of the Major Core component of the degree programs *Bachelor of Science in Economics* and *Bachelor of Science in Finance*.

(5) The course *Data and Computing Skills* consists of two parts. In the first part, students will acquire advanced skills that enable them to perform complex mathematical and statistical calculations, to use spreadsheet applications for data organization and analysis, to produce sophisticated reports, or to write complex academic texts. The second part equips students with computational thinking skills. They will be introduced to the programming language *Python* and to some of the most common coding concepts, and they will learn how to use coding to solve mathematical and logical problems. Upon the completion of the course, students will have developed essential mathematical and computer skills that will allow them to improve not only their performance at university, but also their future employability.

4.3 Writing and Information Literacy

a. Students must successfully complete 2 courses and acquire 12 credits in the area of *Writing and Information Literacy*.
b. The following courses are part of the *Writing and Information Literacy* area: *Writing and Information Literacy I* and *Writing and Information Literacy II*. The course *Writing and Information Literacy I* is a prerequisite for the course *Writing and Information Literacy II*. Students must successfully complete these 2 courses (and thus the area *Writing and Information Literary*) within the first 120 credits earned in residence. Students who do not fulfill this requirement will not be able to enroll for subsequent semesters and further courses until the requirement is met.
c. *Writing and Information Literacy I* is designed as a reading-based writing course. It aims to support students to improve their academic language and their critical and analytical thinking skills. Students will learn how to evaluate sources and how to summarize, paraphrase and critically analyze academic texts that were written for a broader audience.
d. *Writing and Information Literacy II* is designed as a research-based writing course. It aims to support students to further improve their academic language, their critical and analytical thinking skills, and their research skills. Students will learn how to write academic texts and how to critically approach and analyze specialized academic texts.

4.4 Leadership and Communication

a. Students must successfully complete 2 courses and acquire 12 credits in the area of *Leadership and Communication*.
b. The following courses are part of the *Leadership and Communication* area: *Public Speaking and Persuasion* and *Leadership, Ethics and Communication: Challenges of Society*. The course *Public Speaking and Persuasion* is a prerequisite for the course *Leadership, Ethics and Communication: Challenges of Society*.
c. The course *Public Speaking and Persuasion* is designed to introduce students to the theory of public speaking and to improve and practice their rhetorical and persuasive skills. It considers various facets and challenges of public and persuasive speaking, including topic selection, organization and phrasing of arguments, confidence building, speech delivery, dramatic interpretation, support of positions as well as critical listening and debate. By the end of the course, students are expected to be able to speak more confidently, effectively and persuasively and in a manner that is consistent with their personality.
d. The course *Leadership, Ethics and Communication: Challenges of Society* offers a foundational understanding of how leadership, ethics and communication are closely connected. It aims to support students in their personal development and prepare them to become effective leaders, clear and compelling communicators, adept team members and responsible citizens. Students will reflect on their own skills and attitudes and gain practical experience by collaborating with

others in projects and activities that benefit the community and society. The focus of this course is thus on self-awareness, collaboration and experiential learning.