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**Application for General Education Course Certification**

**Course Information**

*Please provide the following course information.*

1. School or College Name:
2. Department Name:
3. Course Prefix and Number:
4. Course Title:
5. Select the general education core requirement, breadth area requirement, or unique institutional requirement that the course intends to fulfill.

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| ***General Education Core Requirement*** | |
|  | American Institutions |
|  | Quantitative Literacy |
|  | Written Communication |
| ***General Education Breadth Area Requirement*** | |
|  | Arts |
|  | Humanities |
|  | Life Sciences |
|  | Physical Sciences |
|  | Social and Behavioral Sciences |
| ***Institutional Requirement*** | |
|  | Personal, Professional, and Civic Growth |

**Evidence of Instructional Practices**

*Please provide a response to at least two of the following questions.*

1. How does instruction in the course incorporate student-centered learning (e.g., collaboration, group assignments or projects, technology-enhanced instruction)?

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1. How does instruction in the course help students apply theories, principles, and concepts (e.g., case studies, problem-solving activities, experiential learning, creative or artistic projects, research projects, community projects, internships, practica, labs)?

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1. How does instruction in the course incorporate opportunities for integrated learning (e.g., synthesis of information or theories from within or across disciplines to draw conclusions, create solutions, or produce new insights)?

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**Evidence of Consistency**

*Many general education courses are taught in multiple sections by different faculty. Often, both full-time and adjunct faculty are assigned to teach the same course. Measures must be in place to assure consistent instruction of general education objectives across sections of the same course. These measures may include, but are not limited to:*

* *Regular review of the syllabus for each instructor of a course.*
* *Standardized syllabi for all instructors of a course.*
* *Oversight of a course by a lead instructor or mentor.*
* *Procedures for training and supervising adjunct faculty.*

1. Describe the measures in place to ensure consistent instruction of general education objectives across sections of this course.

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**Evidence of Meeting the Mission of General Education**

*Please review the definitions for liberal education and general education. Then, provide a response to the following questions.*

* *Liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g., science, culture, and society), as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.*
* *General education is the part of a liberal education curriculum shared by all students. It provides broad learning in liberal arts and science disciplines, and forms the basis for developing important intellectual, civic, and practical capacities. General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning.*

1. Describe how this course supports the overall mission of UVU’s General Education Program.

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1. Explain how this course addresses the criteria for the general education core requirement, breadth area requirement, or unique institutional requirement indicated in Question #5. A list of criteria for general education course certification is provided in this application.

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1. Describe how the course content will be accessible to students from a range of academic disciplines.

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1. Identify any perceived or actual overlap with this course and other general education courses. Outline strategies for addressing each instance of perceived or actual overlap.

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1. Explain how this course may impact degree requirements or enrollments in its respective department and other departments. Include comments from the department chairs in other departments that address potential impact.

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1. Explain how this course proposal has been discussed with and approved by department faculty.

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1. Describe faculty expertise.

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1. Describe availability of full-time faculty.

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1. Describe faculty workload implications.

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1. Will this course be offered to high school students as a Concurrent Enrollment offering?

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1. Indicate the number of sections that will be offered each fall and spring semester to UVU degree-seeking students and high school Concurrent Enrollment students.

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| **# of Sections for UVU Degree-Seeking Students** | | **# of Sections for High School Concurrent Enrollment Students** | |
| ***Fall*** | ***Spring*** | ***Fall*** | ***Spring*** |
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1. If this course will be offered as a Concurrent Enrollment course, outline strategies that will be implemented to ensure and maintain quality control of the course in relation to its inclusion in UVU’s General Education program.

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**Required Application Materials**

*Please attach a syllabus for this course that includes the following information:*

* *A statement about the purpose of the course in terms of fulfilling the general education core requirement, breadth area requirement, or unique institutional requirement indicated in Question #5.*
* *Course learning outcomes (CLOs) and related assignments.*
* *Indicate how the CLOs are linked to one or more of USHE’s shared general education essential learning outcomes (ELOs). A list of USHE’s shared general education ELOs is provided in this application.*
* *Indicate how the CLOs are linked to one or more of the university’s ELOs. A list of the university’s ELOs is provided in this application.*
* *Course outline or schedule.*
* *Attach sample materials that provide evidence of instructional practices and measures of learning outcomes (e.g., assignments, exams, grading rubrics).*

**Academic Leadership Signatures**

*Please enter the following information and obtain signatures.*

Department Name:

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| Signature of Department Chair | Date |

School or College Name:

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| Signature of Dean or Designee | Date |

**General Education Committee Action and Signature**

Date of General Education Committee Discussion:

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|  | Approved |
|  | Approved Provisionally  *General Education Committee Comments:* |
|  | Not Approved  *General Education Committee Comments:* |

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| Signature of General Education Committee Chair | Date |

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**Criteria for General Education Course Certification**

Information drawn from the USHE R470 Policy (December 1, 2023)

**General Education Core Requirements**

General education core essential learning outcomes address foundational competencies to promote student success across the curriculum and prepare students for subsequent coursework. The essential learning outcomes for the core areas are not exhaustive, and other outcomes may also be addressed at each institution’s discretion.

***American Institutions***:

* Consistent with Utah Code section 53B-16-103(1)(b), to satisfy this requirement students must “demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States.” Approved courses should include the use of disciplinary methods from history, political science, or economics to come to an understanding of the history, principles, multi-cultural populations, form of government, and economic system of the United States.
* Approved courses will address the following:
  + Use of Primary Documents: Analyze, contextualize, and use primary source documents to understand the history, principles, form of government, and economic system of the United States;
  + Interpretation: Explain and use historically, politically, and economically relevant information;
  + Communication: Communicate effectively about the history, principles, form of government, and economic system of the United States;
  + Diversity: Engage a diversity of viewpoints in a constructive manner that contributes to a dialogue about the history, principles, form of government, and economic system of the United States; and
  + Integration: Use historical, political, and economic methods to come to an

understanding of the United States that integrates those viewpoints. This requirement may be fulfilled by a discrete course, a multidisciplinary integrated course, or multiple courses.

***Quantitative Literacy****:*

* Students satisfy this requirement by demonstrating familiarity with fundamental quantitative methods and concepts, formal reasoning, the ability to apply quantitative skills in an appropriate context, and the ability to evaluate arguments based on quantitative reasoning.
* Approved courses will significantly focus on the following:
  + Interpretation: Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, and tables);
  + Representation: Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, and tables);
  + Calculation: Demonstrate the ability to successfully complete basic calculations to solve problems;
  + Application/Analysis: Make judgments and draw appropriate conclusions based on quantitative analysis of data, recognizing the limits of this analysis;
  + Assumption: Make and evaluate important assumptions in estimation, modeling, and data analysis;
  + Communication: Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized); and
  + Creation: Demonstrate the ability to problem solve using quantitative literacy

across multiple disciplines.

***Writing***:

* Students may satisfy this requirement by completing at least two institutionally approved courses focused on the development of academic composition and communication skills to serve as a foundation for continued writing experiences across the curriculum, in professional settings, and as a tool for democratic and civic engagement. Students must demonstrate an ability to evaluate and synthesize credible information and effectively organize and deliver well-reasoned arguments appropriate to an intended audience.
* Over the course of six credit hours, students will demonstrate skill with the following:
  + Context and Purpose for Writing: Includes consideration of audience, purpose, and the circumstances surrounding the writing task(s);
  + Content Development: Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work;
  + Genre and Disciplinary Conventions: Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices;
  + Sources and Evidence: Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing;
  + Control of Syntax and Usage: Uses language that skillfully communicates meaning to readers with clarity and fluency; and
  + Revision and Feedback: Shapes texts through the process of revision and feedback.

**General Education Breadth Area Requirements**

Students are required to complete requirements within five different breadth areas to cultivate the exposure to a range of subjects, analytical skills, and to develop the intellectual agility required to navigate a variety of perspectives and participate effectively in professional life and a diverse democracy.

***Arts***:

* Students shall demonstrate an understanding of the scope and variety of the fine arts, explain the aesthetic standards used in making critical judgments in various artistic fields, and demonstrate knowledge of the diversity of values, beliefs, ideas, and practices embodied in artistic expression.
* Courses with the General Education Arts designation will generally reflect criteria such as:
  + Discuss the scope and variety of the fine arts, e.g., art, music, theatre, or dance;
  + Recognize the aesthetic standards used in making critical judgments in various artistic fields;
  + Analyze and articulate understanding of a range of artistic processes;
  + Participate in and/or appreciate an introductory performance, production, or design experience in the arts; or
  + Demonstrate how the creative process is informed and limited by social and historical contexts.

***Humanities***:

* Students shall demonstrate proficiency in analyzing primary sources regarding the complexities and changes in human experience through analytical reading and critical thought and shall be able to analyze how human experience is shaped by social, cultural, linguistic, and/or historical circumstances.
* Courses with the General Education Humanities designation will generally reflect criteria such as:
  + Derive evidence from primary sources regarding the complexities and changes in human experience through analytical reading and critical thought;
  + Describe how human experience is shaped by social, cultural, linguistic, and/or historical circumstances;
  + Demonstrate attentiveness to linguistic, visual, and/or audio texts when communicating meaning; or
  + Use appropriate verbal, perceptual, or imaginative skills when organizing meanings, developing a sense of self, and balancing potentially disparate values.

***Life Sciences***:

* Students shall demonstrate an understanding of science as a way of knowing about the natural world and living organisms. Life Science proficiency requires an understanding of the scientific method in conducting research and subjecting empirical evidence analysis to scientific models. Proficiency also entails an understanding of how the life sciences have shaped and been shaped by historical, ethical, cultural, and social contexts.
* Courses with the General Education Life Sciences designation will generally reflect criteria such as:
  + Demonstrate understanding of science as a way of knowing about the natural world;
  + Demonstrate a basic understanding of how organisms live, grow, respond to their environment, and reproduce;
  + Discuss the organization and flow of matter and energy through biological systems;
  + Explain from evidence patterns of inheritance, structural unity, adaptation, and diversity of life on Earth; or
  + Describe how the life sciences have shaped and been shaped by historical, ethical, and social contexts.

***Physical Sciences***:

* Students shall demonstrate familiarity with scientific methods and modeling to understand forces in the physical world and an understanding of how the physical sciences have shaped and been shaped by historical, ethical, cultural, and social contexts.
* Courses with the General Education Physical Sciences designation will generally reflect criteria such as:
  + Demonstrate understanding of science as a way of knowing about the physical world;
  + Demonstrate understanding of forces in the physical world;
  + Discuss the flow of matter and energy through systems (in large and small scales);
  + Develop evidence-based arguments regarding the effect of human activity on the Earth; or
  + Describe how the physical sciences have shaped and been shaped by historical, ethical, and social contexts.

***Social and Behavioral Sciences***:

* Students shall demonstrate an understanding of social and behavioral science methodology, concepts, and theories, and demonstrate a critically reasoned understanding of human cultures, value systems, institutions, economic structures, social patterns, and individual variation.
* Courses with the General Education Social and Behavioral Sciences designation will generally reflect criteria such as:
  + Demonstrate understanding of social and behavioral science methods, concepts, and theories;
  + Formulate basic questions about social behavior and phenomena through interpretive and systematic analyses;
  + Develop empirically-derived and theoretically-informed explanations of human behavior in both its individual and collective dimensions; or
  + Demonstrate a critically-reasoned understanding of social patterns and individual variation congruent with and divergent from those patterns.

**Institutional Requirements**

* A GE course in Personal, Professional, and Civic Growth will provide an opportunity for students to gain a combination of knowledge and skills to help them develop as individuals and prepare them to contribute to the community and the work force.
* Approved courses will address the following:
  + Analyze the implications of decision-making on personal, professional, or civic development;
  + Identify relevant information to address a problem; evaluate this information for validity; and apply findings to develop solutions;
  + Employ logical and ethical reasoning to effectively communicate in personal, civic, or professional contexts;
  + Engage effectively and ethically in a digital space while adapting to emerging technologies; and
  + Apply critical thinking skills to analyze civic, environmental, ethical, or social issues.

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**USHE and UVU Essential Learning Outcomes**

*In a general education course, it is not necessary to have every course learning outcome (CLO) reference an essential learning outcome (ELO), nor is it necessary to include multiple ELOs in this course. Faculty should be selective and focus on only ELOs that are addressed to a significant level in a general education course.*

**USHE’s Shared General Education ELOs**

*Information drawn from the USHE R470 Policy (December 1, 2023)*

USHE’s shared General Education ELOs should inform institutions' design of their general education programs at the program, area (core and breadth), and course level to offer an appropriate breadth, depth, and sequencing of learning. Program-level design shall ensure student demonstration of specific understanding and application of the following general education competencies:

* Intellectual and Practical Skills: These skills include inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, teamwork and problem-solving, and practical skills such as visual, kinesthetic, design, and aural forms of artistic communication.
* Knowledge of Human Cultures and the Physical and Natural Worlds: Engagement with “big questions”—both contemporary and enduring--in the sciences, mathematics, social sciences, humanities, histories, languages, and the arts.
* Personal and Social Responsibility: Development of personal and social responsibilities, including ethical reasoning and actions, foundations and skills for lifelong learning, community and civic knowledge and engagement, involvement with diverse communities and real-world challenges, and local and global intercultural knowledge and competence.
* Integrative Learning: Demonstration of synthesis of learning and advanced accomplishment across coherent general and specialized studies and the application of knowledge, skills, and responsibilities to new settings and complex problems.

**UVU’s ELOs**

The university’s ELOs are a comprehensive set of learning goals that are fostered and developed across a student’s educational experience at UVU. They reflect the foundational skills and competencies needed to meet the challenges of an ever-changing and complex world. The ELOs are introduced in general education courses and then reinforced and expanded in program learning outcomes (PLOs) and CLOs.

* Communication: Communicate facts and ideas.
  + To demonstrate competence in communication, students will appraise the needs of their audience; use sound evidence and reasoning in constructing arguments; and clearly and effectively communicate.
* Critical Thinking: Analyze ideas, information, and problems.
  + To demonstrate competence in critical thinking, students will question assumptions; evaluate ideas and problems in a systematic way; and appraise arguments for importance, logic, relevance, and strength.
* Digital Literacy: Use digital technologies.
  + To demonstrate competence in digital literacy, students will leverage digital technologies to accomplish goals; engage effectively and ethically in a digital environment; and adapt to new and emerging technologies.
* Ethical Reasoning: Recognize and consider the ethical dimension of behavior.
  + To demonstrate competence in ethical reasoning, students will apply ethical principles and approaches; consider alternative courses of action and consequences; and evaluate and articulate their own ethical values.
* Inclusion: Understand and apply the principles of diversity, inclusion, and equity.
  + To demonstrate competence in inclusion, students will show cultural understanding; recognize issues of diversity, inclusion, and equity; and understand the importance of creating diverse and inclusive environments for all.
* Information Literacy: Collect, evaluate, organize, and use information.
  + To demonstrate competence in information literacy, students will find appropriate information to address a need; evaluate it for relevance and validity; and use it to draw conclusions and generate solutions.
* Quantitative Literacy: Communicate facts and ideas.
  + To demonstrate competence in quantitative literacy, students will solve problems using basic calculations; make judgements about and draw conclusions from quantitative evidence; and use quantitative strategies to support a position.
* Scientific Literacy: Understand scientific concepts and methods.
  + To demonstrate competence in scientific literacy, students will have a basic understanding of major scientific concepts and methods; apply scientific knowledge to daily life; and express scientifically informed positions.