

Application for General Education

Course Certification

1. Department and Course Number:
2. Course Title:
3. Credit Hours:
4. Please select the GE area that will be filled by this course (pull-down menu):

Evidence of Instructional Practices

Each application should address at least two of the following three questions.

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

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, etc.)?

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

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. In view of this, describe the measures in place to assure consistent instruction of GE objectives across sections. These measures may include, but are not limited to:

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

Evidence of Meeting the Mission of General Education

1. Describe how this course supports the overall mission of General Education. Please see definitions below.

# Liberal Education

*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

*General Education: 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. Explain how the course addresses the criteria for the proposed core or knowledge area.

A list ofcriteria is provided following the application.

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

1. Explain any potential overlap with other general education courses.

1. Explain how the proposed course may impact degree requirements or enrollments in your own department or other departments. Attach comments from the relevant department chair of each department/program that may be impacted.

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

1. Describe your department’s capacity to offer the proposed course
	1. Describe Faculty Expertise

* 1. Describe availability of full-time faculty

* 1. Describe faculty workload implications

* 1. Describe proposed number of sections per semester

1. Attach a syllabus of the course that includes the following information:
	1. A statement about the purpose of the course in terms of fulfilling a specific general education requirement.
	2. Learning objectives and related assignments. Indicate how learning objectives are linked to one or more of the university’s Essential Learning Outcomes (ELOs).

See <https://www.uvu.edu/aqa/assessment.html> The learning objective must reference the ELO category and the subcategory (e.g., ELO: Intellectual and Practical Skills/Communication). It is not necessary to have an ELO reference for every course learning objective nor is it necessary to include multiple ELOs in a course. Be selective and focus on only ELOs that are addressed to a significant level in the course.

* 1. Outline or schedule.
	2. Attach sample materials that provide evidence of instructional practices and measures of learning objectives (e.g., assignments, exams, grading rubrics, etc.).

## Signatures

Department:

Department Chair Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College/School:

Dean Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## General Education Committee Action

 Approved Approved Provisionally (see memo) Not Approved

GE Committee Chair Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_