Considerations for EL Designated Courses

The course utilizes experiential learning pedagogy.
Experiential learning pedagogy is grounded in theory and incorporates a process of engagement reflection and connection

- **Engagement**, similar to active learning, typically entails a visceral experience or one that requires focused attention.
- **Reflection** invites students to consider their experience and contemplate the learning process itself.
- **Connection** can encourage students to relate their learning to other courses or contexts and can foster intellectual curiosity around new questions - supporting persistence. It can also provide opportunities to develop durable relationships with each other or campus partners - resulting in support networks that also encourage persistence.

The EL designation, the, is not about a specific list of “approved activities” like labs, community engagement, group work, etc. Any learning activity or opportunity for engagement could incorporate reflection and connection but does not inherently, unless structured to do so. The engage, reflect, and connect pedagogy must be intentionally incorporated in EL-designated courses.

Experiential learning pedagogy is integrated throughout the course
The GECC evaluates your application for an EL designation to verify that you have met the EL criteria. Unlike the other GE and BD designations, the EL designation criteria is focused on pedagogy rather than content. an HF (Humanities) designated course, for example, must have content from the Humanities integrated throughout the course, present in course materials and instruction. Similarly, EL designated courses need to have experiential learning pedagogy (opportunities to engage, reflect, and connect) integrated throughout the course - and this should be visible on the syllabus. Asking students to reflect on a single activity in week three or the entire course once at the end of the semester, for example, is not sufficient for an EL designation.

Assessment is about the GE Learning Outcome for the course
All courses carrying GE and BD designations are meant to contribute to students’ achievement of the GE Learning Outcome (GELOs). We assess the GELOs for internal purposes and as part of our ongoing external accreditation. You will need to articulate how you are addressing the GELO you have selected for your course by identifying up to two assignments that demonstrate students’ learning related to that outcome. As with all other GE and BD designations, assessment is done by sampling from and evaluating actual student work on that/those assignment(s). While experiential learning pedagogy (and the EL designation) is about engagement, reflection, and connection, these pedagogical elements do not have to be included in the evidence used to demonstrate learning related to the GELO.

EL designated courses must be equitable and accessible
Courses carrying the EL designation must seek to ensure the pedagogical opportunities within them are truly equitable to avoid creating a tiered experience for different students. Our students vary in myriad ways - parenting status, working status, financial resources, ability levels, mental health, etc. The goal of this designation is to facilitate access to the benefits of experiential learning for all students - and we must be intentional to not further marginalize students based on these differences. Access might involve providing in-person and online options for engagement, for example. Equity involves ensuring that all course delivery modes and formats offer similar quality and meaning.
EL
Designation Application

As the Office of General Education prepares to transition to the new General Education (GE) and Baccalaureate Degree (BD) Requirement structure starting Fall 2024, the application and review process for initial designations will temporarily transition to a manual process completed outside the Kuali system. A subset of the General Education Curriculum Committee (GECC) will review your application.

Application Overview

1. Curricular Guidelines
   Ensure the course meets the curricular guidelines to carry the GE or BD designation

2. Content Criteria
   Explain how the course meets the Content Criteria for the designation

3. GE Learning Outcome & Assignments
   Select the GE Outcome that applies to the course and identify / design assignments that can be used to assess the Learning Outcome

4. Curriculum Review
   Briefly describe how the designations fit into department curriculum to support students toward graduation

5. Submit
   Submit a complete application along with a copy of the course syllabus and assignments (identified in the GELO section) to lindsay.massman@utah.edu

Course Information:

Course number & Title
Designation(s)
Department
College

Continue to Next Page
1. Curricular Guidelines

Ensure the course meets the curricular guidelines to carry the GE or BD designation. Please check each box to acknowledge that you understand the curricular guidelines.

- [ ] Course must carry three or more credit hours
- [ ] EL courses may carry under three credit hours if the EL is not combined with another designation
- [ ] Course must be appropriately numbered for the designation per USHE common course numbering standards:
  - GE Core Courses (AI, QL, WR2) must be lower division
  - Breadth Area Courses (BF, FF, HF, LS, PS) must be lower division
  - CW, DI, QI must be upper division
  - DV, EL, IR courses may exist at any course level
- [ ] Course must be taught annually
- [ ] Course must have appropriate prerequisites

2. Content Criteria

Select the designation for which you are applying and address the corresponding questions about the content of the course.

Content criteria refers to the readings, lectures, discussions, and media that the students will be exposed to in the course. Please refer to the course material while answering these questions.

- [ ] Experiential Learning (EL)

  The Experiential Learning (EL) requirement reflects the University’s commitment to ensuring that all students have access to experiential learning opportunities in their first sixty credit hours at the institution. For the purposes of this EL requirement, experiential learning is understood as a process of deep engagement, critical reflection, and connection with broader systems. Courses that carry the EL designation provide opportunities for students to engage with the material, each other, instructors, and the broader campus or surrounding community, reflect on this engagement, and identify points of connection. All students in courses with this designation will have explicit curricular opportunities to develop their skills in connecting course material to lived experiences and will deepen connections to others.

  Although many courses in the curriculum employ experiential pedagogies, the goal of this requirement is to ensure students’ access to experiential learning early and at a critical time in their enrollment and to build a foundation for their continued participation in experiential opportunities. This requirement, together with other curricular and extra-curricular experiential learning opportunities, signals to students and the surrounding community the University’s commitment to equity, access, and success for all students.

  Courses with this designation are not the only experiential learning that occurs at the University but are ones in which experiential learning is a primary process for achieving learning outcomes.

  1. Describe what you and your students will do in your course in terms of engagement, reflection, and connection. Be clear about how this cycle is an ongoing/regularly occurring and central feature of your course.
  2. How does the experiential learning process provide students with multiple opportunities to make sense of or apply your course material?
  3. Describe how your course is designed to ensure students can participate fully and succeed, regardless of resources (including but not limited to money, time, transportation, etc.)
  4. What steps will you take in this course to ensure students are aware of other experiential learning opportunities at the U, both curricular and extracurricular experiences?
  5. What resources or support do you need to be most successful providing meaningful experiential opportunities for students?
3. **GE Learning Outcomes (GELO’s)**

Select a GELO for your course, provide up to two assignments that can be used to assess the outcome, and explain the connection between the assignments and the outcome as outlined in the questions below.

### 2a Select a GELO:

Select ONE of the five GE Learning Outcomes that best represents and describes the skills and competencies students will work towards in this course.

<table>
<thead>
<tr>
<th>Collaborate Effectively</th>
<th>Reason &amp; Act Ethically</th>
<th>Persist in Addressing Complex Problems</th>
<th>Respond Creatively</th>
<th>Actualize &amp; Contribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate effectively with people from diverse backgrounds</td>
<td>1. Develop a personal ethical code of conduct</td>
<td>1. Develop strategies for persistence</td>
<td>1. Consider broader contexts in responding to opportunities</td>
<td>1. Build on academic and personal experiences to respond to new and challenging situations</td>
</tr>
<tr>
<td>2. Incorporate ideas from many diverse lived experiences</td>
<td>2. Apply a personal ethical code to different situations</td>
<td>2. Respond productively to setbacks, errors and failures</td>
<td>2. Explore and create multi-dimensional responses to opportunities</td>
<td>2. Expand personal capacity to guide one’s own learning in academic and other systems</td>
</tr>
<tr>
<td>3. Develop effective teamwork behaviors and attitudes</td>
<td>3. Reflect on how ethical codes apply to global issues</td>
<td>3. Create processes that lead to effective problem solving</td>
<td>3. Explore connections between other aspects or opportunities</td>
<td>3. Incorporate systems thinking to navigate complexity and interdependence</td>
</tr>
</tbody>
</table>

* Your course may address several of the four outcomes but, for purposes of this application and our later review, we ask that you select the ONE GE Learning Outcome that best captures the course’s contribution to students’ GE experiences.

### 2b Identify and attach an assignment

Identify and attach one or two assignments from the course that provide opportunities for students to **demonstrate at least three of the four criteria for the selected GELO**. We are looking for one or two assignments that provide evidence for the GELO you chose that the GECC can collect in the future to conduct GE Learning Outcome assessment for your course. Please indicate which criteria each assignment is meant to assess within the GELO by checking the corresponding box. See criteria under the Learning Outcomes in the question one above.

<table>
<thead>
<tr>
<th>Assignment One Criteria:</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Two Criteria:</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Please describe how the assignment(s) meets at least three of the four criteria from the selected General Education Learning Outcome:

### 4. Curriculum Review

Briefly describe the curricular need for the designation and how it fits into department curriculum to support students toward graduation.

### 5. Submission

- [ ] Completed Applications
- [ ] Assignment(s)
- [ ] Syllabus

Completed applications and additional materials should be sent to Lindsay Massman (lindsay.massman@utah.edu).

If you have questions about the process or application, please contact Lindsay Massman (lindsay.massman@utah.edu) or Robyn Moreno (robyn.moreno@utah.edu), or refer to the GE website.