GE, BD, & DI
Designation Application
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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

If you wish to apply for the new EL designation, please find the separate application on our website

Course Information:

Course number & Title
Designation(s)
Department
College
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, Q1 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.

☐ Social / Behavioral Science (BF)
1. Explain how the course will be pertinent and thought provoking for students across disciplines, including those outside of the social and behavioral sciences.
2. Explain how the content of the course introduces students to institutions, cultures, and behaviors by focusing on fundamental concepts, theories, or principles used in the social and behavioral sciences.
3. Explain how the content of the course introduces students to the primary methods of analysis used in the social and behavioral sciences.

☐ Upper-Division Communication / Writing (CW)
1. Explain how the course provides direct instruction in how to write and/or communicate according to disciplinary standards or genre-specific conventions.
2. How does the course require students to use multiple forms of writing and/or communication in ways that are adapted to the particular needs of different audiences?
3. How does the course require students to use feedback to revise their work for at least one writing assignment?
4. Clearly identify how at least 50% of the final grade is dependent upon students’ ability to write and/or communicate.

☐ Diversity (DV)
1. How does the course focus on the culture, history, or current circumstances of one or more groups of people in the US who have experienced systemic discrimination (e.g., institutional racism, homophobia, sexism, ageism, or classism)?
2. How does the course critically examine and grapple with one or more factors supporting and sustaining the systemic discrimination of groups of people in the US (e.g., institutional racism, homophobia, sexism, ageism, classism)?
3. How does the course incorporate disciplinary methods for analyzing and/or applying real-world strategies of moving toward a more equitable society and challenging patterns of sustained systemic discrimination?
4. How does the course challenge students to reflect on their own identities (including both the places where they hold privilege and the places where they experience sustained systemic discrimination) in order to apply the concepts of inclusion, equity, and social justice to their interactions?

☐ Fine Arts Exploration (FF)
1. How is the course useful to students who are not majoring in the fine arts?
2. How does the course introduce students to a range of artistic concepts, structures, and forms?
3. How does the course lead students to appreciate varying aesthetic viewpoints?
4. How does the course lead students to develop thoughtful interpretations of artistic expression?

☐ Humanities Exploration (HF)
1. How does the course useful to students who are not majoring in the humanities?
2. How does the course use the perspectives of the humanities to lead students to understand human thought, culture, and civilization?
3. How does the course lead students to develop analytic, interpretive, and creative methods typical of the humanities?
4. How does the course lead students to develop writing and speaking competencies as valued in the humanities?
1. How does the course focus on international, transnational, or comparative issues?
2. How does the course include significant content from non-US perspectives and authors?
3. How does the course focus on cross-border phenomena (borders conceived in the broadest sense such as language, cultural, economic, political, etc.).
4. How is the course relevant to students in the major or discipline?

□ Life Science Exploration (LS)
1. How is the course useful to students who are not majoring in the life sciences?
2. How does the course introduce students to fundamental concepts, principles, and theories of the life sciences?
3. How does the course introduce students to the primary methods of analysis used in the life sciences?
4. How does the course introduce students to tensions between scientific progress and the ethical foundations of society?

□ Disciplinary Inquiry (DI)
The Methods Requirement develops students' analytical skills and their abilities to address questions and issues within their academic disciplines. The requirement is met by taking either one Quantitative Intensive (QI) or one Disciplinary Inquiry (DI) designated course as determined by the student's program of study. Courses carrying these designations must be upper division.

Courses carrying the disciplinary inquiry designation build students' abilities to develop questions, design investigations, collect and analyze information, and report findings in a compelling fashion using methods germane to a particular discipline. As a result, students will not only become better-informed interpreters and evaluators of information, they will also learn how to apply newly acquired analytical skills and methods in ways that address practical issues, solve real-world problems, or model phenomena, according to disciplinary standards and conventions.

1. What methods of inquiry are covered in the course?
2. How do they build students' abilities to develop questions, design investigations, collect and analyze information, and report findings in a compelling fashion?
3. How will the course provide experiences in solving practical problems or addressing real-world issues, or model phenomena, according to disciplinary standards and conventions?

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.

- Collaborate Effectively
- Reason & Act Ethically
- Persist in Addressing Complex Problems
- Respond Creatively
- Actualize & Contribute

1. Communicate effectively with people from diverse backgrounds
2. Incorporate ideas from many diverse lived experiences
3. Develop effective teamwork behaviors and attitudes
4. Navigate conflict productively

1. Develop a personal ethical code of conduct
2. Apply a personal ethical code to different situations
3. Reflect on how ethical codes apply to global issues
4. Reflect on how ethical codes apply to community-based issues

1. Develop strategies for persistence
2. Respond productively to setbacks, errors and failures
3. Create processes that lead to effective problem solving
4. Develop a broad system of people and resources to support creative problem solving

1. Consider broader contexts in responding to opportunities
2. Explore and create multi-dimensional responses to opportunities
3. Explore connections between other aspects or opportunities
4. Design innovative responses with broad application

1. Build on academic and personal experiences to respond to new and challenging situations
2. Expand personal capacity to guide one's own learning in academic and other systems
3. Incorporate systems thinking to navigate complexity and interdependence
4. Advocate for human actions that drive systemic changes toward equity

* 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.

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<tr>
<th>Assignment One Criteria:</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
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<tr>
<td>Assignment Two Criteria:</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
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Please describe how the assignment(s) meets at least three of the four criteria from the selected General Education Learning Outcome:

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4. Curriculum Review

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

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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.