

GE & BD 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 Quali 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(s)

2. Content Criteria

Explain how the course meets the Content Criteria for the designation(s)

3. GE Learning Outcome & Assignments

Select the GE Learning Outcome (GELO) that applies to the course and identify/design an assignment(s) that can be used to assess the GELO

4. Curriculum Review

Briefly describe how the designation(s) fits into department and college curriculum to support students toward graduation

5. Submit

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

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(s). Please check each box to acknowledge that you understand the curricular guidelines.

- Course must carry three or more credit hours
- Course must be appropriately numbered for the designation per USHE common course numbering standards:
 - Breadth Area Courses (BF, FF, HF, LS, PS) must be lower division
 - CW, DI, QI must be upper division
 - DV & IR courses may exist at any course level
- Course may only carry up to two designations and must meet appropriate designation combination standards:
 - See GE Website for more information
- Course must be taught annually
- Course must have appropriate prerequisites

2. Content Criteria

Select the designation(s) 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.

General Education Breadth Requirements

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

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 sustained 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?

International (IR)

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?

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.

BS Methods Requirement

Disciplinary Inquiry (DI)

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?

Quantitative Intensive (QI)




1. What are the quantitative methods covered in the course and how do they build on quantitative reasoning skills learned in QL courses?
2. How does the course provide experiences in solving practical problems or addressing real-world issues?
3. How is the course relevant to students in the major or discipline?

3. GE Learning Outcomes (GELOs)

The goal of the General Education curriculum is to facilitate the development of skills and aptitudes that support student success to completion and long after graduation. This goal is operationalized through the five GELOs. 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.

3a 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.

 <p>Collaborate Effectively</p> <ol style="list-style-type: none"> 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 	 <p>Reason & Act Ethically</p> <ol style="list-style-type: none"> 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 	 <p>Persist in Addressing Complex Problems</p> <ol style="list-style-type: none"> 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 	 <p>Respond Creatively</p> <ol style="list-style-type: none"> 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 	 <p>Actualize & Contribute</p> <ol style="list-style-type: none"> 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
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* Your course may address more than one of the five outcomes but, for the purposes of this application and assessment, we ask that you select the ONE GE Learning Outcome that best captures the course's contribution to students' GE experiences.

3b 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.

Assignment One Criteria: 1. 2. 3. 4.

Assignment Two Criteria: 1. 2. 3. 4.

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 application**
- 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), Robyn Moreno (robyn.moreno@utah.edu), or refer to the GE website.