

General Education Designation Application



GE

Designation Application

The new application process in Coursedog will be available mid-summer. In the meantime, you can use this PDF to prepare your application materials, so you are ready to enter your content into the Coursedog application once it launches.

Application Overview

1. GE Course Standards

Ensure the course meets the GE course standards necessary to carry the GE designation(s).

2. Designation Justification & Curriculum Integration

Describe the curricular need for the designation of the course and how it fits into department and college curriculum to support students.

3. Requirement Area Learning Outcomes

Explain and provide evidence of how the course meets the Requirement Area Learning Outcomes.

4. GE Program Learning Outcomes & Assignments

Select the GE Program Learning Outcome (GELO) that applies to the course and identify/design an assignment(s) that can be used for program assessment.

5. Submit

Submit a **complete application** along with a copy of the **course syllabus** and **assignment(s)** (identified in the GELO section) in Coursedog.

Course Information:

Course number & Title _____
Designation(s) _____
Department _____
College _____

1. GE Course Standards

Ensure the course meets the GE Course Standards to carry the designation(s).

- ☐ 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. Designation Justification & Curriculum Integration

GE-designated courses should be strategically embedded within the curriculum to ensure students have clear, accessible pathways to fulfill their GE requirements. Rather than designating every course that could meet the Requirement Area Learning Outcomes, we prioritize a smaller set of well-positioned courses with sufficient sections and seats to support student demand. This ensures that students can complete their GE requirements efficiently while maintaining the integrity and assessability of the GE program per accreditation expectations.

Describe the curricular need for the designation of the course and how it fits into department and college curriculum to support students:

3. Requirement Area Learning Outcomes

General Education Breadth 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. Courses that meet general education requirements may also fulfill lower division major requirements (R470 6.3).

Select the designation(s) you are applying for and provide an explanation with supporting evidence demonstrating how the course meets the Requirement Area Learning Outcomes.

- ☐ **Fine Arts Exploration (FF):** Students satisfy this requirement by demonstrating a foundational understanding of the creative arts, as defined by the essential learning outcomes for the designation in Board Policy R470, Appendix, Essential Learning Outcomes.

Arts: Upon successful completion of the General Education Arts requirement, students will be able to:






1. Understand: Explain the creative artistic process as an iterative and recursive practice culminating in an expression of human experience and emotion through a medium;
2. Appreciate: Apply artistic concepts and ideas drawn from traditions of artistic creation and theory to better engage with, analyze and understand a creative work;
3. Connect: Examine connections between art and society and articulate how the arts are a historical and cultural phenomenon.

4. GE Program Learning Outcomes & Assignments

All courses with GE designations are part of the GE Program, which must be assessed like all other programs at the U, as required by our accrediting body, NWCCU. The GE Program Learning Outcomes (GELOs) define the skills and competencies students develop through the GE program and support meeting accreditation expectations and continuous curriculum improvement. GE-designated courses must align with a GELO and provide assignment-based evidence for assessment purposes.

3a Select a GELO:

Select **ONE** of the five GE Program Learning Outcomes that **best** represents and describes how the course contributes to the GE Program.

 <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, select the ONE GE Program 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 Program Learning Outcome assessment. 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 GELO:

5. Submission

- ☐ **Completed application**
- ☐ **Assignment(s)**
- ☐ **Syllabus**

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.

- ☐ **Humanities Exploration (HF):** Students satisfy this requirement by demonstrating a foundational understanding of the humanities, as defined by the essential learning outcomes for the designation in Board Policy R470, Appendix, Essential Learning Outcomes.

Humanities: Upon successful completion of the General Education Humanities requirement, students will be able to:

1. **Examine:** Examine how humanities artifacts (such as oral narratives, literature, philosophy, media, and artworks) express the human condition;
2. **Explain:** Explain how humanities artifacts take on meaning within networks or systems (such as languages, cultures, values, and worldviews) that account for the complexities and uncertainties of the human condition;
3. **Analyze:** Analyze humanities artifacts according to humanities methodologies, such as a close analysis, questioning, reasoning, interpretation, and critical thinking;
4. **Compare and Contrast:** Compare and contrast diverse humanistic perspectives across cultures, communities, and/or time periods to explain how people make meaning of their lives; and
5. **Apply:** Using humanities perspectives, reflect on big questions related to aesthetics, values, meaning, and ethics and how those apply to their own lives.

- ☐ **Life Science Exploration (LS):** Students satisfy this requirement by demonstrating a foundational understanding of the life sciences, as defined by the essential learning outcomes for the designation in Board Policy R470, Appendix, Essential Learning Outcomes.

Life Sciences: Upon successful completion of the General Education Life Sciences requirement, students will be able to:

1. **Apply Scientific Methods:** Describe and apply approaches to scientific discovery and interpretation of experimental data;
2. **Understand:** Demonstrate understanding of matter, energy, and their influence on biological systems;
3. **Apply Knowledge:** Describe and apply evolutionary concepts in terms of inheritance, adaptation, and diversity of life;
4. **Explain:** Explain the mechanisms of information storage, expression, and exchange in living organisms or eco-systems; and
5. **Reflect:** Reflect of the relevance of life sciences in a broader context.

- ☐ **Physical Science Exploration (PS):** Students satisfy this requirement by demonstrating a foundational understanding of the physical sciences, as defined by the essential learning outcomes for the designation in Board Policy R470, Appendix, Essential Learning Outcomes.

Physical Sciences: Upon successful completion of the General Education Physical Sciences requirement, students will be able to:

1. **Explain Scientific Methods:** Explain science as a process and as a way of understanding the physical world;
2. **Understand:** Demonstrate understanding of matter, energy, and their influence on physical systems;
3. **Evaluate:** Evaluate the credibility of various sources of information about science-related issues; and
4. **Apply:** Describe how the Physical Sciences utilize their foundational principles to confront and solve pressing local and global challenges, shaping historical, ethical, or social landscapes in the process.

- ☐ **Social / Behavioral Science (BF):** Students satisfy this requirement by demonstrating a foundationl understanding of the social sciences, as defined by the essential learning outcomes for the designation in Board Policy R470, Appendix, Essential Learning Outcomes.

Social and Behavioral Sciences: Upon successful completion of the General Education Social and Behavioral Sceinces requirement, students will be able to:

1. **Examine:** Examine institutions and human behavior through social and behavioral concepts, methods, or theories;
2. **Analyze:** Identify diverse perspectives to explore and examine social and behavioral phenomena; and
3. **Apply:** Apply discipline-relevant and scientific theories and methods to make inferences about or applications to social and behavioral phenomena at personal, institutional, or cultural levels.