

General Education Curriculum Alignment Initiative

In this document and attached to the email are resources to support your work in the GE Curriculum Alignment Initiative. Instructions and timelines for completion are detailed below. The attached data sheet includes a comprehensive list of all GE and BD-designated courses in your college, along with enrollment and degree audit trends to guide your decisions. You will also find a worksheet attached, which needs to be completed and returned to the Office of General Education by December 16, 2024.

Fall 2024 – Phase 1

1. Curricular Alignment

- Objective: Ensure that all GE and BD-designated courses comply with recent updates to Utah Code R470 and U of U curricular guidelines by Fall 2025.
- Action Items:
 1. Complete the Curricular Alignment section of your worksheet according to the directions and return it to the Office of General Education by **December 16, 2024**. If this section does not appear on your worksheet, your college is already in alignment.
 2. Initiate necessary changes to your courses via Coursedog/Curriculum Management and Academic Planning by **January 20, 2025**.

2. General Education Learning Outcome (GELO) Alignment

- Objective: Align each GE-designated course with one GELO in preparation for the NWCCU visit in Spring 2025.
 - Action Items:
 1. Complete the GELO Alignment section of your worksheet and return it to the Office of GE by December 16, 2024. Please see the GELO alignment information on page 3 for more details. If this section does not appear on your worksheet, your college does not have any courses that carry GE designations.
 - Next Steps:
 1. Watch for follow-up communication from the Office of GE regarding the mechanical process for selecting the assignment(s) for demonstration of the GELO. Please encourage faculty to be thinking about their selection.
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Spring 2025 and beyond – Phase 2

1. R470 GE Area Essential Learning Outcome Updates

- Overview: Utah Code R470 is undergoing updates to GE Area Essential Learning Outcomes, expected to be finalized by December 2024. Here at the U, we use these as the content criteria for each GE requirement area.
- Action Items:
 - No immediate action is required.
 - Departments should begin considering preliminary steps for necessary course adjustments to align with the updated R470 GE Area Essential Learning Outcomes (based on the draft on page 4, which is still pending final UBHE approval).
- Next Steps:
 - Watch for follow-up communication (expected by the end of this semester) when the new R470 GE Area Essential Learning Outcomes are finalized. This communication will identify necessary actions and timelines.

2. Assignment Alignment for GE Program Assessment (GELO Assessment)

- Objective: Identify the assignment(s) in each course carrying a GE designation that will be used to demonstrate student learning of the selected GELO. Please see the GELO alignment information on page 3 for more details.
- Action Items:
 1. No immediate action is required.
 2. Information will be distributed next year with details about how to select and designate assignments via Canvas/Coursedog.
 - 3.






Supports and Resources

- GECC office hours:
 - Wednesday, October 23rd, 9:00-10:30 and 3:00-4:30, virtual
 - <https://utah.zoom.us/j/6203990829>
 - Thursday, November 7th, 2:00-3:30, Large Conference Room in the Sterling Sill Center
 - Monday, November 18th, 11:30-1:00, virtual
 - <https://utah.zoom.us/j/6203990829>
 - Thursday, December 5th, 2:00-3:30, Large Conference Room in the Sterling Sill Center
- [GECC Representative](#)
- GE [website](#)
- Curriculum Management and Academic Planning [website](#)
- [Utah Code R470](#)
- Office of GE
 - Robyn Moreno robyn.moreno@utah.edu
 - Lindsay Massman lindsay.massman@utah.com

General Education Learning Outcome (GELO) Alignment

All courses carrying a GE designation must be aligned with one GELO. While a course may be able to successfully address more than one GELO, you will need to select only ONE of the five GELOs that *best* represents and describes the skills and competencies students will work toward in the course. You will eventually be asked to identify the assignment(s) that can demonstrate students' learning. The GELO is attached at the course level and, therefore, must be the same across all sections and modalities of the course.

To support GELO selection, rubrics for each GELO can be found [here](#). Please note that the rubrics include a benchmark, milestone, and capstone levels for each criterion of the GELO. We do not expect that all courses will meet the criteria at the capstone level.

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

* 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.

During Phase I, it is only necessary to indicate which GELO you have selected for each course on your worksheet. However, next year, we will ask you to identify the assignment(s) the General Education Curriculum Committee (GECC) can collect in the future to conduct assessment of the GE curriculum. It may be helpful to do that work now while you are considering the GELO for the course. Next year, during Phase II, you will be required to:

1. Identify or create one or two assignments in the course that provide opportunities for students to demonstrate at least three of the four criteria for the selected GELO.
2. Describe how the assignment(s) meets at least three of the four criteria from the selected GELO.

Proposed R470 GE Area Essential Learning Outcomes

GE Core Requirements

Written Communication - WR1, WR2

6.2.1 Written Communication (Six Credits): Students satisfy this requirement by demonstrating foundational ability in academic composition, communication, and other related skills, as defined by the essential learning outcomes for the designation in R470 Appendix, Essential Learning Outcomes.

This requirement can be fulfilled by completion of both ENGL 1010 and either ENGL 20210 or ENGL 2020, or other institutionally approved courses.

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

1. *Sources and Evidence*: Locate, evaluate, and integrate credible and relevant sources to achieve various writing purposes.
2. *Genre Awareness*: Demonstrate critical and conceptual awareness of genre in reading and writing—including organization, content, presentation, formatting, and stylistic choices.
3. *Context and Purpose*: Analyze rhetorical situations and adapt to the audience, purpose, modalities, and the circumstances surrounding a range of reading and writing tasks.
4. *Language Awareness and Usage*: Recognize and make intentional, critical, and contextually-informed language choices across a range of rhetorical contexts/situations.
5. *Recursive Writing Processes*: Develop flexible, iterative, and reflective processes for invention, drafting, workshopping, and revision.

American Institutions – AI

6.2.3 American Institutions (Three Credits): Students satisfy this requirement by demonstrating a reasonable understanding of the history, principles, form of government, and economic system of the United States, as defined by the essential learning outcomes for the designation in R470 Appendix, Essential Learning Outcomes.

This requirement can be fulfilled by completion of ECON 1740, HIST 1700, HIST 2700, HIST 2710, POLS 1100, or another institutionally approved course.

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

1. *Synthesize*: Analyze, contextualize, and interpret primary and secondary source documents to understand the history, principles, form of government, or economic system of the United States.

2. *Sources and Evidence*: Locate, evaluate, and use historically, politically, or economically relevant information and data to develop and enhance information literacy and research skills.
3. *Communicate*: Communicate effectively about the history, principles, form of government, multicultural populations, or economic system of the United States.
4. *Examine*: Engage diverse viewpoints that contribute to a constructive dialogue about the history, principles, form of government, or economic system of the United States.
5. *Apply*: Apply historical, political, and economic perspectives and methods as appropriate to address big questions or threshold concepts pertaining to the history, political system, or economic system of the United States.

Quantitative Literacy – QL

6.2.2 Quantitative Literacy Communication (Three Credits): Students satisfy this requirement by demonstrating familiarity with fundamental quantitative methods, concepts, and skills, as defined by the essential learning outcomes for the designation in R470 Appendix, Essential Learning Outcomes.

This requirement can be fulfilled by completion of MATH 1030, MATH or STAT 1040, MATH 1050, or another institutionally approved course.

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

1. *Communicate*: Use correct terminology and proper notation to explain quantitative or mathematical relationships (equations, graphs, diagrams, tables, data) and to support an argument, assertion, or purpose using quantitative or mathematical evidence.
2. *Mathematization*: Convert quantitative or mathematical information into appropriate mathematical representations and/or models such as equations, graphs, diagrams, or tables, including making and evaluating important assumptions as needed.
3. *Calculation*: Use algebraic skills and techniques to solve problems, including the ability to identify and correct errors in calculations and understanding the role and proper use of technology in assisting with calculations.
4. *Analysis*: Draw appropriate conclusions through quantitative or mathematical analysis of data or models, including understanding and evaluating important assumptions in order to recognize the limits of the analysis.
5. *Application / Creation*: Solve concrete and abstract problems across multiple disciplines

GE Breadth Area Requirements

Creative Arts – FF

6.3.1 Creative Arts (Three Credits): Students satisfy this requirement by demonstrating a foundational understanding of the creative arts, as defined by the essential learning outcomes for the designation in R470 Appendix, Essential Learning Outcomes.

Creative Arts: Upon successful completion of the General Education Creative 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

Humanities – HF

6.3.2 Humanities (Three Credits): Students satisfy this requirement by demonstrating a foundational understanding of the humanities, as defined by the essential learning outcomes for the designation in 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.
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 - LS

6.3.3 Life Sciences (Three Credits): Students satisfy this requirement by demonstrating a foundational understanding of the life sciences, as defined by the essential learning outcomes for the designation in R470 Appendix, Essential Learning Outcomes.

Life Science: Upon successful completion of the General Education Life Science 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.
5. *Reflect*: Reflect on the relevance of life sciences in a broader context.

Physical Science - PS

6.3.4 Physical Sciences (Three Credits): Students satisfy this requirement by demonstrating a foundational understanding of the physical sciences, as defined by the essential learning outcomes for the designation in R470 Appendix, Essential Learning Outcomes.

Physical Science: Upon successful completion of the General Education Physical Science 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 Science – BF

6.3.5 Social and Behavioral Sciences (Three Credits): Students satisfy this requirement by demonstrating a foundational understanding of the social sciences, as defined by the essential learning outcomes for the designation in R470 Appendix, Essential Learning Outcomes.

Social and Behavioral Sciences: Upon successful completion of the General Education Social and Behavioral Sciences 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.
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

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