General Education Handbook

Updates to the handbook were voted and approved by the GEC on October 16th , 2025.

Salt Lake
Community
College

GENERAL EDUCATION PROGRAM

1   General Education Overview

General Education is an essential component of a liberal education broadly defined, and the General Education Committee is guided by several principles as it governs the program.

1.1   The General Education Committee affirms its commitment to informed and evidence-based decision-making using current literature in the field.

1.2   In line with the theories and best-practices of General Education, as well as the Utah system of higher education's policy on General Education (R470), we affirm that college-educated people should possess a common, general knowledge base beyond their major. College graduates should be familiar with the knowledge and the "ways of knowing" encompassed by a variety of fields and methodologies, including American institutions, composition, quantitative literacy, fine arts, humanities, social and behavioral sciences, life sciences, physical sciences, and other specified areas. Students should get specific practice in communication, and they should be exposed to the world outside of the United States.

1.3   We affirm that effective learning and problem solving transcend disciplinary boundaries. General Education should help students integrate and apply knowledge across disciplines because the problems faced by local, national, and global communities do not confine themselves to solutions stemming from one discipline alone.

1.4   In addition to imparting substantive knowledge across multiple disciplines, we affirm that general education courses should help students develop a wide range of important skills, particularly those echoed in our General Education learning outcomes: effective communication, quantitative literacy, critical and creative thinking, civic engagement, working professionally and constructively with others, computer literacy, and information literacy. Further, we affirm that the substantive knowledge inherent in a General Education course should address big ideas, concepts, questions, and/or habits of mind that students should take away from the course.

1.5   The General Education program should consist of courses that are integrated to help students explore knowledge, develop skills, and make connections. It aims to be an integrated foundation that develops well-rounded individuals, engaged citizens, and lifelong learners.

1.6   The following handbook describes the scope, composition, and procedural operations of the General Education Committee. It also offers faculty seeking to have their courses meet General Education designation an overview of some best practices for General Education courses. Additionally, this handbook provides the procedural instructions and designation criteria to help departments and schools successfully move General Education courses and other relevant matters through the General Education aspects of the curricular process.

2   Scope of the General Education Committee's Responsibility

2.1   The General Education Committee is sponsored by the Provost's Office, has a place in the curriculum process akin to school curriculum committees, and is responsible for:

2.1.1   Serving as the principal governing body for the General Education program.

2.1.2   Reflecting periodically on its own operations and making adjustments as needed, including to this handbook.

2.1.3   Reviewing and developing General Education criteria, forms, and assessment.

2.1.4   Discussing, considering, and developing proposals regarding the General Education program.

2.1.5   Reviewing all substantive proposals involving new courses designated as General Education and submitting its decisions to the Senate Curriculum Committee and the Faculty Senate.

2.1.6   Reviewing all program changes that involve General Education requirements and reporting its decisions to the Senate Curriculum Committee and the Faculty Senate.

2.1.7   Scheduling and conducting regular 5-year reviews of all courses designated as General Education and reporting decisions to the Senate Curriculum Committee and the Faculty Senate.

2.1.8   Updating procedures, policies, and forms pertaining to General Education.

2.1.9   Providing full and fair consideration of all proposals brought before the committee.

2.2   The General Education Committee is not responsible for deliberating non-General Education matters that are the prerogative of the Senate Curriculum Committee. However, such changes should come to the General Education Committee as information items via the Faculty Lead.

3   General Education Committee Members and Charge

3.1   The General Education Committee shall be composed of the following voting members:

3.1.1   Three faculty from the School of Humanities and Social Sciences

3.1.2   Three faculty from the School of Science, Math, and Engineering

3.1.3   Two faculty from the School of Arts, Communication, and Media

3.1.4   One faculty from the School of Business

3.1.5   One faculty from the School of Applied Technologies and Technical Specialties

3.1.6   One faculty from the School of Health Sciences

3.1.7   eLearning Office

3.1.8   Library Director or designee

3.1.9   Associate Provost responsible for General Education or designee

3.2   The General Education Committee shall also have the following non-voting members:

3.2.1 Associate Dean of General Education (Chair, see below)

3.2.2 Assistant Provost for Curriculum and Academic Systems or designee

3.2.3 Director of Advising or designee

3.3 Faculty serving on the General Education Committee will also serve as designation liaisons and may be responsible for directing the work of a designation peer review group. Faculty on the committee are expected to serve as a liaison for a designation in which they teach, have taught, or in which they have expertise. When interacting with designation peer review groups, designation liaisons will:

3.3.1 Recruit faculty to potentially serve as peer reviewers.

3.3.2 If peer review is activated by a majority vote of the committee, request 3 peer reviewers to examine the course for designation fit.

3.3.3 Facilitate discussion of the peer reviews at the GEC meeting.

3.4 All faculty on the General Education Committee shall be chosen in a collaborative process in which the Associate Provost for Academic Operations and the President of the Faculty Senate make decisions based on a list of potential members provided by the academic Deans. Periodically the Associate Provost for Learning Advancement will put a call out for service on the General Education Committee. Faculty wishing to serve should contact their respective Deans and Associate Deans/Chairs to express their interest and indicate the General Education designations in which they have expertise. When selecting committee members, the Associate Provost for Academic Operations and the President of the Faculty Senate will strive to ensure all designations are represented. This will require considering the expertise of potential new members along with the expertise of returning committee members, both faculty and non-faculty members.

3.5 When members begin their term on the General Education Committee, they shall receive a charge from the Provost that includes this language: "In your role as a member of the General Education Committee, I ask that you act on behalf of the General Education program itself, which may require that you consider and respect the college-wide interests of that program over the interests of your particular office or department."

3.6 Like the operation of the committee itself, leadership of the General Education Committee is intended to be an example of shared governance and shall be constructed as follows:

3.6.1 Chair. The Associate Dean of General Education, who does not have voting rights, shall chair committee meetings, collaborate with the Faculty Lead on agendas, represent the General Education program to the Utah system of higher education, represent the General Education program to the Associate Dean Council, assign designation liaisons, and be available in the Faculty Senate and the Senate Curriculum Committee when there are opportunities for administrative

reports or when curriculum is discussed. If the Associate Dean cannot chair a meeting of the General Education Committee, the chair role shall be performed by the Faculty Lead, which does have voting rights.

3.6.2   Faculty Lead. Faculty members of the General Education Committee shall elect one of their own for a three-year term to serve as the Faculty Lead. The Faculty Lead shall collaborate with the Associate Dean on committee agendas and shall represent the committee's views and decisions—not their own views and votes—to Faculty Senate Leadership, the Senate Curriculum Committee, and the Faculty Senate. The Faculty Lead is responsible to coordinate the work of the designation liaisons and ensuring that designation peer review happens in a timely manner. The Faculty Lead retains their voting rights while serving in this role. They will have two-courses reassigned time to fulfill responsibilities of the committee.

3.6.3   The Chair of the General Education Committee and the Faculty Lead are jointly and equally responsible for ensuring that all matters before the committee receive a full and fair hearing.

3.6.4   The Office of the Assistant Provost for Curriculum and Academic Systems is responsible to track all proposals on the curriculum site, prepare meeting agendas, keep all meeting minutes, record all actions, and distribute materials in a timely manner to the committee members.

4   Operation of the General Education Committee

4.1   The General Education Committee is responsible for making determinations regarding new General Education course proposals, 5-year General Education course reviews, program changes that affect General Education, and larger initiatives that affect or are contained within General Education.

4.2   The General Education Committee shall meet twice monthly during the school year unless demand for course and program reviews or other substantive issues warrants otherwise.

4.3   The committee shall employ meeting procedures that ensure full and equal deliberation before votes are cast.

4.4   A quorum must be present for the General Education Committee to vote on motions and proposals. A quorum consists of at least 7 faculty committee members being present, having granted their proxy to another voting member of the committee, or having been replaced by another faculty member from the absent member's school.

4.5   Grants of proxy must be documented in writing prior to the proxy vote being cast. This documentation may take the form of an email from the absent committee member to the proxy recipient, with copies to the Chair and the administrative support for the committee. It may also take the form of a typed or handwritten signed letter that the missing committee member gives to the proxy recipient, who brings the

letter to the committee meeting. Grants of proxy may be blanket or specific—a blanket proxy allowing the proxy recipient to vote their conscience, and a specific proxy directing the recipient to vote in certain ways on certain motions. The written documentation of proxy must specify the nature of the proxy grant.

4.5.1   Language on Proxys for Faculty Presenting Curriculum

It is the responsibility of the faculty originator to present the course at the General Education meeting. If the faculty originator is unable to attend the meeting, the proposal shall either

- be moved to a future meeting date that the faculty originator is able to attend or
- the faculty originator will contact the Associate Dean of General Education with the name of a proxy presenter. If the faculty originator has left SLCC, the academic administrator over the course may designate a proxy presenter.

The faculty originator, or their proxy, is expected to be able to speak on and address any questions from the committee regarding the teaching of the course, learning outcomes, course design, signature assignment, reflection, assessment, staffing, enrollment patterns, scheduling, transfer/articulation within USHE, and other pertinent information the committee may request.

4.6   Decisions of the General Education Committee—including whether and how to update this handbook— shall be made by the voting members or proxies/replacements. Thus, motions and proposals pass with 7 or more votes in the affirmative, so long as a quorum exists at the time of the vote.

4.7   Course proposals and programs falling under the responsibility of the General Education Committee will only be reviewed after the department and the originating school curriculum committee approve and send them forward.

4.8   Reviewing course proposals

In reviewing courses for the General Education program, the committee has to determine whether each course fits the designation it seeks, whether the course's learning outcomes align with those of the program, whether the course assignments and teaching methods align with the course learning outcomes, whether the course assignments and teaching methods accord with expectations set out in this handbook, whether the course contributes to assessment of the program, whether the course aligns with others in the Utah system, whether the course can transfer to other Utah institutions, and whether the program's overall or designation-specific course bank needs a particular course. All course proposals will be reviewed according to the following:

4.9   If a course's designation fit is unclear, the committee, by majority vote, may request the course be referred to the appropriate designation peer review group.

4.9.1   Prior to the beginning of every academic year the leadership of the General Education Committee will work with Associate Deans/Chairs to identify groups of full-time faculty who teach courses in

each designation to serve as designation peer reviewers. The number of faculty in each designation group will depend on how many courses within a designation are up for review in the academic year. A single faculty member will not be given more than 10 courses to review in any given academic year. Designation groups will have faculty from across the college, as appropriate and representative of the designation. Full-time faculty who teach a General Education course within a designation are eligible to submit their names as a designation reviewer. Faculty interested in being a reviewer should contact their Associate Dean/Chair. Contributions made as a General Education designation peer reviewer will count as service to the College in the faculty rank and tenure process.

4.9.2   When reviewing courses, the reviewers will submit to their designation liaison a form with comments on the strengths and weaknesses of the course in relation to the designation criteria and whether they would:

- agree that the course fits the designation,

- agree that the course can fit the designation if revisions are made,

- or not agree that the course fits the designation. Those determinations and comments will be brought to the General Education Committee by the designation liaison as a recommendation of approval, revision, or disapproval.

4.9.3   Designation peer review must occur in a timely manner according to the curricular calendar.

4.9.4   If at least two out of the three peer reviewers would like to see revisions to the course or if one of out the three indicates that it should not be approved regardless of revision, the designation liaison will coordinate a discussion between the three course reviewers to determine if the course should be brought to committee as an approval, revision, or disapproval.

4.9.5   If the result of the peer review is a recommendation for revisions, the General Education Committee will send the course back to the faculty originator with the comments from the peer reviewers. The course will be put back on the committee's agenda within the next two committee meeting dates for discussion and vote.

4.9.6   If the result of the peer review is a recommendation not to approve the course, the General Education Committee may choose to hold a vote then or send the course back to the originating school curriculum committee for its consideration. A vote of the General Education Committee on the course shall not be held absent consideration of the specific feedback from the designation peer reviewers who looked at the course. If the course is sent back to the originating school for further consideration, the course (if a 5-year review) must be placed back on the schedule for a formal approval/disapproval vote prior to the catalog deadline.

4.9.7   If the result of the peer review is no specific recommendation or a recommendation for approval, the course will be brought before the General Education Committee for consideration and a vote.

4.9.8   The General Education Committee will not consider incomplete proposals for new General Education courses. The complete Course Curriculum Outline, the General Education Rationale, and the representative syllabus must be submitted to the committee by the department. When the General Education Committee considers courses for adoption or renewal in the General Education program, its members will consider the following information:

- Course Curriculum Outline—by the sponsoring department

- General Education Rationale—by the sponsoring department

- Representative Syllabus—by the sponsoring department

- GE Signature Assignments and GE Reflection Assignments for the designation.

- Completion and equity data from the last three semesters—by the Associate Dean of General Education (Not applicable for new courses)

- Feedback from the faculty on the appropriate designation peer review group

- Spoken comments and responses to questions—by the originating faculty from the sponsoring department who attends on the scheduled date

- Other information any individual or committee—like a school curriculum committee— submits to the committee

- Transferability of the course to sister institutions in USHE – by Curriculum & Academic Systems

4.10   General Education courses must be reviewed and reapproved every five years, or they lose General Education designation. The Chair shall regularly publicize lists of courses and their 5-year review status.

4.10.1   Departments with courses that do not complete a review at five years will be notified and warned that the review has not been completed. If the review is not completed by the end of the scheduled academic year, the General Education Committee will automatically remove the course's General Education designation(s). Because the catalog deadline for the upcoming academic year will have already passed, these courses will effectively have until the catalog deadline of the following academic year to complete the review, or the designation will be removed.

4.10.2   Departments may formally request an extension of the 5-year review deadline by notifying the Associate Dean of General Education by the last day of the fall semester. Extensions may be granted to delay the completion of the review to the end of the following academic year. The request will be presented to the committee and will require a majority vote for approval. Failure to

meet the extended deadline will result in automatic removal of the general education designation. Under extenuating circumstances, departments may re-apply for an additional extension.

4.11 Courses that are "discontinued" or "suspended" will have their General Education designation removed and must reapply for a General Education designation if the courses are later reinstated.

4.12 For existing courses going through substantive changes, including designation changes, significant modification to the curriculum or the teaching methods, the course will go through the 5-year review process, even if it has been less than five years since its last review. However, once these changes are completed and passed, the updated course will be assigned a new review date five years hence.

4.13 The path of General Education courses after the General Education Committee.

4.13.1 Upon approval, new courses go to the Senate Curriculum Committee as approval items, while 5-year reviews go forward as consent items unless there are non-Gen Ed changes to the course that the Senate Curriculum Committee needs to approve. Once approved by the Senate Curriculum Committee the course will move to the Faculty Senate according to the curriculum process. If passed in the Faculty Senate, the courses go as recommendations to the Provost.

4.13.2 If the General Education Committee disapproves either a new course proposal or a 5-year review of a course, that decision moves to the Senate Curriculum Committee as an approval item. If the Senate Curriculum Committee rejects that approval item and passes the course as a General Education course despite the intent of the General Education Committee--and if that decision is upheld by the Faculty Senate--then the Associate Provost for Academic Operations brings the disputed course to the Provost for their final decision. The Provost may determine the documentation and discussion they require before making a decision. The Provost's decision is not subject to appeal.

4.14 Reviewing Programs

4.14.1 When an academic program proposes curricular changes in its Program Curriculum Outline (PCO) that affect the General Education program—including, but not only, specifying or embedding General Education requirements—the PCO must be put on the General Education Committee's agenda for consideration whether or not the General Education requirements have changed. If specifying or embedding General Education requirements, the Department must submit the proper forms to that effect. The Committee will review the PCO and hear from the appropriate Dean, Associate Dean/Chair, and/or faculty before making its decision.

4.14.2 Specifying General Education requirements in any academic program requires justification to the General Education Committee that is grounded in accreditation standards, bachelor's degree requirements, industry expectations, pre-requisite fulfillment, or pedagogical necessity. Course

specifications must be scrutinized anew each time an academic program comes through the General Education Committee.

4.14.3 Embedding General Education requirements in the design of the academic program's other coursework requires justification to the General Education Committee as noted above with respect to specifying requirements and requires clear explanation of how and where students attain the embedded requirement. Programs must also demonstrate how they are assessing the efficacy of the embedded requirement. Embedded General Education requirements must be scrutinized anew each time an academic program comes through the General Education Committee.

4.14.4 If passed, proposals for program changes affecting General Education will go to the Senate Curriculum Committee and then the Faculty Senate.

4.14.5 If rejected, proposals for program changes affecting General Education will be sent back with comments to the originating school curriculum committee.

4.15 Development or revision of designation criteria

4.15.1 On their own initiative or at the direction of the General Education Committee, liaisons can lead designation groups in a discussion of the designation language that may result in a proposal to modify that language.

4.15.2 A proposal to modify an existing designation's language must be discussed thoroughly in the General Education Committee before it votes on the new language. The committee will strive to keep the style, structure and expectations of various General Education designations similar.

4.15.3 If passed, the proposal to modify an existing designation's language must also pass the Senate Curriculum Committee and the Faculty Senate. Neither of those bodies may directly edit the designation language but may send editing suggestions back to the General Education Committee for consideration and revote.

4.16 Input on college-wide changes.

For changes to the General Education program, its designations, assessments, or other matters that have college-wide impacts, the General Education Committee shall ensure the following:

4.16.1 All faculty will have the opportunity to provide comments and suggestions.

4.16.2 All schools, through their school curriculum committees, will have the opportunity to review, discuss, and provide comments and suggestions.

4.16.3 There has been sufficient college-wide involvement in the development and review of proposals.

5 Considerations and Criteria for Courses Seeking General Education Designation

5.1 In addition to the specific criteria for each General Education course designation, other important

considerations for courses seeking General Education designation are as follows:

5.2   The General Education Committee will not accept any course requesting General Education designation that is solely an introduction to a discipline. General Education courses should emphasize broad, integrative learning across disciplines and fulfill General Education learning outcomes in addition to disciplinary learning outcomes.

5.3   General Education should be integrative in nature and emphasize connections between and relevance to other disciplines. These courses should provide insights into how knowledge in one field is applicable to problems faced by society. By learning problem solving skills in different disciplines, students will be more creative in personal problem solving and more perceptive to the world around them.

5.4   General Education courses should emphasize understanding the underlying principles of the relevant core, institutional, or distribution area designation. This should be reflected in the course syllabus and assessment practices. These underlying principles are indicated within the specific criteria for each General Education designation. Courses should strongly represent the role of their designation in the General Education program.

5.5   General Education course requirements vary by program credential and discipline. Specific requirements can be found in the SLCC General Catalog and on the General Education webpage.

5.6   General Education courses should not have prerequisites except in the cases granted by the Senate Curriculum Committee upon recommendation by the General Education Committee.

5.7   General Education courses should hold high expectations for student learning and should exhibit college-level rigor. They should integrate high-impact practices recognized in the designation to which the course is assigned in addition to meaningful GE Signature Assignments and GE Reflection Assignments that demonstrate student learning.

5.8   In accordance with R470 and where possible, General Education courses should align with those at other public Utah colleges and universities.

6   Learning Outcomes and Best Practices

6.1   Course-level learning outcomes for General Education courses should address as many of the General Education learning outcomes as appropriate and be set within the disciplinary context of the course and the content expectations of the designation criteria.

6.2   In line with the current literature, General Education courses should help students make connections between courses and disciplines and develop skills for students to become active and motivated in their learning. Teaching methods in General Education courses should actively engage students and develop not only knowledge but higher order thinking skills. They should focus on integration and application of

knowledge and skills. In using active learning methods, instructors should help students synthesize concepts from multiple disciplines and viewpoints and conceptualize the interdisciplinary nature of real-world problem solving. Active learning should promote such critical thinking skills as analysis, interpretation, synthesis, problem solving, argumentation, and evaluation of class content.

6.3   General Education courses should connect learning outcomes to teaching methods and follow best practices in teaching. In particular, the literature highlights the use of high-impact practices and active learning methods such as:

- Case studies
- Group problem solving
- Peer teaching
- Role-plays
- Multi-step group projects
- Community-based learning
- Hands-on experimentation

- Inquiry based learning
- Simulations
- Argumentation/debate
- Individual/group presentations
- Interactive lecture
- Class discussion
- Student response systems and lecture

6.4   The literature on General Education best practices also affirms that assessments should be broad and should assess not only content knowledge but also the course's stated learning outcomes. Faculty might consider assessments such as:

- Demonstrations
- Experiments
- Videos
- Oral presentations
- Panels
- Blog posts
- Multi-media projects
- Critical reflections

- Posters
- Brochures/flyers
- Public service announcements
- Maps/charts/graphs
- Research /arguments/critique papers
- Slide presentations
- Exams
- Art pieces

6.5   General Education courses must:

6.5.1   Point students to the Institutional Syllabus in the learning management system for important information about student resources and policies affecting students.

6.5.2   Put the course syllabus in the learning management system so that students can download it in its entirety.

6.5.3   List in the syllabus the course learning outcomes and how they tie to the General Education learning outcomes.

6.5.4 Provide clear explanation in the syllabus of the GE Signature Assignment and GE Reflection requirements—so the General Education Committee can understand what is being asked of students. Note that while putting that statement in the syllabus is important, it does not sufficiently explain a particular course's GE signature assignments and GE reflection and designation.

6.5.5 Explain to students that it is a General Education course, where it fits in the scope of the General Education program, the nature of its General Education designation, and the similarities and differences between that designation and others. How this is done is up to faculty, but it must be explained with sufficient clarity to the General Education Committee. If they choose, faculty may use any of the Explaining General Education material on the General Education Faculty Resources page: https://www.slcc.edu/gened/faculty-resources.aspx

7 Purpose and Use of the GE Signature Assignment and GE Reflection

GE Signature Assignments and GE Reflection are a common pedagogy across the whole General Education program intended to help students understand general education as an integrated foundation to their future success in their majors, in life, and as citizens in a diverse democratic republic.

7.1 Faculty have mapped the requirements for signature assignments and reflection in each designation. Those signature assignment guides are located on the General Education Faculty Resources Page: https://www.slcc.edu/gened/faculty-resources.aspx.

7.2 The GE signature assignment is a real-world application of knowledge that addresses the General Education learning outcomes that faculty have mapped to each designation. In developing signature assignments instructors should consider how they show application of General Education learning outcomes as well as how they allow students to be expressive, creative, and engaged, while demonstrating content mastery of the course. Signature assignments should be significant, meaningful, and should help students synthesize and apply knowledge. Signature assignments should allow students to showcase their best work and be an asset to them in the future. The General Education Committee is especially interested in signature assignments that go beyond uploading a document and instead prefers to see assignments where students are actively constructing and/or demonstrating knowledge.

7.3 In addition to at least one signature assignment for each course, students are also required to complete a reflection on a specific assignment or on the whole course. Intentional reflection can take on many forms: memoirs, personal essays, reflection essays, video diaries, documentaries, lab reports, research journals, etc. Regardless of the name or the form, reflection requires the student to think critically about learning and connections they make from the content to their experiences. The General Education Sharepoint and

GE Website has resources for faculty on the use of reflection and developing effective reflection prompts or assignments.

Appendix A

1. **General Education Course Criteria**

The criteria below, organized by General Education designation, are to be used in course development, revision, and review to ensure that the courses are meeting the goals of the General Education program. The designation criteria below should be looked at yearly and be reviewed and revised at the discretion of the General Education Committee. Lists of approved courses in each designation are located in the General Education section of the [SLCC Catalog.](#)

2. **Core General Education Areas**

2.1. Written Communication (WC):

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

2.1.1. Sources and Evidence: Locate, evaluate, and integrate credible and relevant sources to achieve various writing purposes.

2.1.2. Genre Awareness: Demonstrate critical and conceptual awareness of genre in reading and writing—including organization, content, presentation, formatting, and stylistic choices.

2.1.3. Context and Purpose: Analyze rhetorical situations and adapt to the audience, purpose, modalities, and the circumstances surrounding a range of reading and writing tasks.

2.1.4. Language Awareness and Usage: Recognize and make intentional, critical, and contextually informed language choices across a range of rhetorical contexts/situations; and

2.1.5. Recursive Writing Processes: Develop flexible, iterative, and reflective processes for invention, drafting, workshopping, and revision.

2.1.6. This requirement can be fulfilled by completion of both ENGL 1010 and either ENGL 2010 or ENGL 2020, or other institutionally approved courses.

2.2. Quantitative Literacy (QL):

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

2.2.1. 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.

2.2.2. 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.

2.2.3. 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.

2.2.4. 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; and

2.2.5. Application/Creation: Creation: Solve concrete and abstract problems across multiple disciplines.

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

2.3. American Institutions (AI):

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

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

2.3.2. Sources and Evidence: Locate, evaluate, and use historically, politically, and economically relevant information and data to develop and enhance information literacy and research skills.

2.3.3. Communicate: Communicate effectively about the history, principles, form of government, multicultural populations, and economic system of the United States.

2.3.4. Examine: Engage diverse viewpoints that contribute to a constructive dialogue about the history, principles, form of government, and economic system of the United States; and

2.3.5. Apply: Apply historical, political, and economic perspectives and methods as appropriate to address big questions or threshold concepts pertaining to the history, political system, and economic system of the United States.

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

3. **General Education Breadth Areas**

3.1. Arts (AR):

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

3.1.1. Understand: Explain the creative artistic process as an iterative and recursive practice culminating in an expression of human experience and emotion through a medium.

3.1.2. Appreciate: Apply artistic concepts and ideas drawn from traditions of artistic creation and theory to better engage with, analyze and understand a creative work.

3.1.3. Connect: Examine connections between art and society and articulate how the arts are a historical and cultural phenomenon.

3.2. Humanities (HU):

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

3.2.1. Examine: Examine how humanities artifacts (such as oral narratives, literature, philosophy, media, and artworks) express the human condition.

3.2.2. 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.

3.2.3. Analyze: Analyze humanities artifacts according to humanities methodologies, such as a close analysis, questioning, reasoning, interpretation, and critical thinking.

3.2.4. 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

3.2.5. Apply: Using humanities perspectives, reflect on big questions related to aesthetics, values, meaning, and ethics and how those apply to their own lives.

3.3. Life Sciences (LS):

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

3.3.1. Apply Scientific Methods: Describe and apply approaches to scientific discovery and interpretation of experimental data.

3.3.2. Understand: Demonstrate understanding of matter, energy, and their influence on biological systems.

3.3.3. Apply Knowledge: Describe and apply evolutionary concepts in terms of inheritance, adaptation, and diversity of life.

3.3.4. Explain: Explain the mechanisms of information storage, expression, and exchange in living organisms or eco-systems; and

3.3.5. Reflect: Reflect on the relevance of life sciences in a broader context.

3.4. Physical Sciences (PS):

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

3.4.1. Explain scientific methods: Explain science as a process and as a way of understanding the physical world.

3.4.2. Understand: Demonstrate understanding of matter, energy, and their influence on physical systems.

3.4.3. Evaluate: Evaluate the credibility of various sources of information about science-related issues; and

3.4.4. 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.

3.5. Social and Behavioral Sciences (SS):

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

3.5.1. Examine: Examine institutions and human behavior through social and behavioral concepts, methods, or theories.

3.5.2. Analyze: Identify diverse perspectives to explore and examine social and behavioral phenomena; and

3.5.3. 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.

3.6. Human Relations (HR):

Human Relations courses take a broad view of human interaction. All students have responsibilities to themselves, their families, their employers and co-workers and their communities. Every student, regardless of program of study, is part of one great social web. Human Relations courses present theories to explain the connections of and the skills needed to function within the social web. They will practice these skills in real-life scenarios.

3.6.1. Theoretical Substance – Students will study a broad range of theories about human interaction including theories from sociology, psychology, professional ethics, systems (may include family, organization, professional, regulatory systems).

3.6.2. Intrapersonal & Interpersonal Skills – Students will learn strategies for leadership, mentoring, goal setting, teamwork, negotiation, understanding personal values, networking, conflict resolution, empathy, group dynamics, self-evaluation, and work vs. personal conflict.

3.6.3. Social Web – Students will gain a greater understanding of their active role in society beyond the workplace including pluralism, civics, ethics and values, social/political implications of knowledge and actions, emphasizing the worth of the individual, understanding societal/ethical implications of change, appreciation of multi-culturalism and benefits of diversity in society.

3.6.4. Diversity – Students will critically examine the historical contexts, contributions of and challenges confronting diverse groups within our multicultural society of the US; inclusion in society and the workplace of all groups: including, but not limited to, race, ethnicity, gender, sexual orientation, age and religion.

3.6.5. Critical thinking – Students will learn comparative, constructive, ethical thinking; holistic problem-solving strategies; evaluating evidence and sound judgment; quantitative and qualitative analysis and scientific and creative thought; synthesis; logic; sequential reasoning. Students will learn to recognize their own biases and how they affect judgment.

3.6.6. Application: Exercises will be discipline specific, with material applied to student career interest.

3.6.7. Methods:

- Work with people—service learning, or cooperative education, etc. Role-plays, group work, etc.

- Experiential component—job-shadowing, interviews, professional organization meetings, etc.

- Reading and discussion of texts; written assignments.

- Team teaching is encouraged, or at least team development of curriculum and shared oversight to ensure GE and CTE needs are being met.

3.7. Communication (CM) [Designation updated Spring 2017]

Communication (CM) courses focus on the study and application of principles and skills in verbal, nonverbal, written, visual and/or multi-modal forms of communication, focusing on the construction of shared meaning. CM courses combine the study of communication theory and/or disciplinary epistemologies with hands-on practice. These courses engage students in the production of critical thinking and analysis, argumentation, and other communicative acts that enrich human relationships, and that ground the epistemologies within our professions, disciplines and/or the public sphere. While all General Education courses have communicative and reasoning elements, CM courses center specifically on the systematic study and production of communication and reasoning as generalizable human activities or within epistemologies specific to a discipline.

3.7.1. Learning Outcomes:

Upon completing a Communication (CM) course, students will be able to:

- Critically consume communicative practices by analyzing their production, reception, circulation, contexts, and methods.

- Recognize and use rhetorical strategies

- Identify and evaluate the nature of communication and reasoning distinctive to the course's discipline, profession or sphere of inquiry.

- Competently reason and communicate in the modalities central to the course.

- Effectively adapt communication and reasoning practices to different audiences and disciplinary discursive norms.

- Recognize communicative and reasoning biases and assumptions (their own and others'), and their effects on personal, professional, and civic communication practices.

- Critically and effectively produce extended, in-depth communicative work.

3.7.2. Criteria:

Courses seeking Communication (CM) designation must address the following:

- The course title/description must reveal the communication and/or epistemological focus of the course.

- Curriculum documents must combine theoretical study of communication or epistemologies along with intensive application of those human activities.

- Curriculum documents must articulate rhetorical and epistemic elements of communication such as production and reception, modes of reasoning (e.g. scientific, technical, humanistic, legal, ethical), bias recognition, credibility analysis, contextual awareness, or design and data visualization.

- Curriculum documents must demonstrate rich application of critical thinking practices, such as generative, comparative, interpretive, evaluative, qualitative, and/or synthetic analysis; logical, sequential, ethical, scientific and/or creative reasoning; analytical and holistic problem- solving strategies; and applying information literacy best practices.

- Curriculum documents must demonstrate that students participate in sustained individual and collaborative engagement with meta-cognitive and iterative processes related to generation, revision and production of communication modalities central to the course.

3.7.3. Pedagogical guidelines:

Communication (CM) courses should emphasize

- Reading and discussion of texts that theorize communication modalities or epistemologies central to the course. This may include, but not be limited to, theories of problem-solving, team decision-making, conflict management, knowledge-making and circulation.

- Activities that center on active learning— e.g. simulations, case studies, role-plays, peer review,

- collaborative work, situation analysis, mini-projects, dialog practice, presentations, interactive discussions, etc.

- Reflection for connection-making across disciplines, to the wider world, and to students' own lives.

Appendix B

Students communicate effectively. This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; organizing and presenting ideas and information orally, visually, and in writing for various purposes and audiences; understanding and using the elements of effective communication in interpersonal, small group, and mass settings.

Students develop quantitative literacies necessary for their chosen field of study. This includes interpreting, calculating, and communicating with quantitative evidence, collecting, interpreting, analyzing, and visualizing data.

Students think critically. This includes reasoning effectively from available evidence; taking imaginative and complex positions in their work; engaging in reflective thinking and expression; demonstrating higher-order skills such as analysis, synthesis, and evaluation; problem solving; and applying interdisciplinary and scientific methods to the inquiry process.

Students express themselves creatively. This includes engaging in the creative process to produce unique artwork, designs, or performances, analyzing, interpreting, and critiquing creative works.

Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners. This includes producing learning artifacts indicating understanding of the political, historical, economic or sociological aspects of social change and continuity; thinking critically about—and weighing the evidence surrounding—issues important to local, national, or global communities; participating in a broad range of community-engagement and/or service-learning courses for community building and an enhanced academic experience.

Students develop the knowledge and skills to work with others in a professional and constructive manner. This includes engaging with a diverse set of others to produce professional work, contributing to team meetings and performances, making individual contributions outside of team meetings and performances, fostering a constructive team climate, and creating fair and equitable roles based on team members' diverse backgrounds and skills.

Students develop information literacy. This includes the demonstrated ability to find, synthesize, assess, create, engage with, and cite information in a professional and ethical manner; to conceive that the research process is reflective and iterative; and to understand how information is produced and valued. These abilities and dispositions are rooted in the Framework for Information Literacy developed and adopted by the Association of College & Research Libraries (ACRL).

Students develop computer literacy. This includes demonstrating the ability to create, name, organize, save and retrieve data and/or information in an electronic file management system; Using online and electronic resources

to communicate, collaborate, and retrieve information; Using a variety of technology to support personal, academic, and professional life-long learning and productivity; Determining when technology is useful and selecting the appropriate tool(s) and technology resources to address a variety of tasks and problems; Advocating and applying security principles and ethical behaviors when using technology and identify the consequences of misuse.