Review of General Education Courses at UVU
Procedures

The General Education Committee at UVU is charged with reviewing each GE course every five years. The GE Committee has developed a system for accomplishing these reviews, which is detailed below.

GE Review Form and Syllabi

For each course to be reviewed we will provide you a GE Course Review form that includes information on enrollment, student performance, and faculty for the last three years the course was taught. The form then has a list of 10 open-ended questions about the course that the department chair or lead instructor is to complete. Please type your answers into the GE Info Request form and provide an electronic copy to Eugene Seeley.

Please also collect electronic copies of the syllabi for all of the sections taught this semester. If no sections are taught this semester, please provide a syllabus from the last semester the course was taught.

The GE Course Review form and the syllabi for each course are due to Eugene Seeley by April 15.

Student Survey

The GE Committee has student surveys for each category of general education course. These surveys intend to ask broad questions about the overall goals of general education and the PLOs specified for each type of GE course. These surveys will use Qualtrics and links to the survey will be provided. Please provide these links to students in the appropriate classes via email or Canvas. Responses will be collected April 16. Paper versions of the surveys can also be used, and these completed surveys must be sent to Eugene Seeley by April 15.

The intent of the survey is to collect data that supports that each course under review does indeed meet the objectives and PLOs for a GE course in its category. The intent is not to assess the quality of individual instruction, although the Committee recognizes that at times these can be inseparable connected.

Steps for the Course Review

1. Complete the GE Course Review form for each course to be reviewed. Give these to Eugene Seeley by April 15.
2. Collect syllabi for each section taught this semester (or the last semester taught if no sections are taught this semester) and provide these to Eugene Seeley by April 15. These should accompany the GE course review form referred to above.
3. Student surveys should be completed by April 15. If you are using a Qualtrics survey link, then the instructors are to give this link to students (through

email or Canvas) in all sections of the designated classes. Qualtrics surveys will be collected electronically on April 16. If these are done in class on paper, then they should be turned in to Eugene Seeley by April 15.

4. At the end of April or the beginning of May, the GE Committee will meet to review all the forms and survey results. During this meeting the committee will either recommend continued authorization of the course or will indicate further review is required with details of the concerns. These reports will be distributed to the department chairs and lead faculty by the end of May.
5. In the fall, the GE Committee will work the department chairs to review and discuss those courses that have concerns. If these concerns cannot be resolved by May 2023, then the Committee will recommend that the course be removed from the list of GE courses.

UTAH VALLEY UVU UNIVERSITY GENERAL EDUCATION

Program Learning Outcomes for Each GE Category

Updated November 2022

American Institutions

1. Examine the history, principles, forms of government, and economic system of the United States through a multi-disciplinary lens.
2. Analyze how historical forces, political structures, economic institutions, and conflicting beliefs have shaped the American experience

Fine Arts

1. Analyze the significance of creative art from various traditions, time periods, and cultures.
2. Demonstrate skills in critical and aesthetic judgment with knowledge of key themes, concepts, issues, terminology, and ethical standards employed in creative arts disciplines.
3. Demonstrate an understanding of creative art as a means of personal and social expression with aesthetic perspectives that vary historically and culturally.
4. Create works of art and/or increase understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.

Humanities

1. Investigate complex philosophical, literary, theological, historical, or artistic texts (which may include writings, films, speeches, etc.) concerning human experience and meaning through carefully reasoned and creative interpretations that are supported by research, analysis, and evaluation particular to Humanities disciplines.
2. Critically evaluate interpretations of texts through precise reasoning and through the logical development, presentation, and defense of ideas in both oral and written form.
3. Engage in an informed and respectful way with culturally diverse points of view by participating in meaningful classroom dialogue that develops consideration for and understanding of the interdependence of diverse values, lifestyles, and traditions.
4. Formulate connections across disciplinary contexts between historical periods, cultures, theories and/or civilizations by understanding the influence of social, cultural, linguistic, and/or historical circumstances on the human experience.
5. Develop informed, ethical, and creative thinking through collaborative and independent work on philosophical, literary, theological, historical, or artistic texts.

Quantitative Reasoning

1. Interpret information presented in various mathematical forms (e.g. graphs, equations, diagrams and tables).
2. Represent relevant information using symbolic, visual, numeric, and verbal conventions (e.g. equations, graphs, diagrams, and tables).

3. Perform basic calculations to solve problems.
4. Use quantitative information in context.
5. Draw appropriate conclusions based on quantitative analysis of data.
6. Determine reasonableness of results.
7. Recognize the limits of the analysis.
8. Make important assumptions in estimation, modeling, and data analysis.
9. Evaluate assumptions in estimation, modeling, and data analysis.
10. Express quantitative evidence in support of the argument or purpose of the work.

Social and Behavioral Sciences

1. Explain the nature, history, theories, and methods of the social sciences.
2. Evaluate debates about the relational, cultural, historical, and natural contexts that shape the human experience.
3. Discern similarities and differences among individuals at different life stages, between individuals, between social groups within a society, between societies, and between historical periods.

Writing

1. Utilize writing and reading for inquiry, learning, thinking, and communicating.
2. Apply the techniques of generating ideas, revising, editing, and proof-reading in the writing process.
3. Integrate one's own ideas with those of others after evaluating the differences in quality between scholarly sources and unreviewed personal sources or web-based sources.
4. Analyze the relationships among language, knowledge, and power.
5. Use a variety of technologies to address a range of audiences.

Wellness Distribution

1. Identify information analysis practices that promote personal wellness.
2. Explain factors that can support a healthy life.
3. Apply a range of health knowledge toward living a healthy and fit life.
4. Using principles of wellness, analyze the effects of personal choices in living a healthy and fit life, both physically and mentally.

All Science Courses

1. Apply the principles of scientific reasoning to data and discussions related to issues such as:
    a. The impact of science on society
    b. How society and science are connected
    c. The impact of scientific understanding and advancement on technology, life, and the environment
    d. The historical contexts of scientific discoveries
2. Understand and explain science as an iterative process driven by empirical observation and experimentation.
3. Describe the limits imposed on our comprehension and knowledge by sensory, physical, or technical constraints.

4. Apply scientific methods by quantitatively investigating and assessing situations extracted from ordinary experience or from societal or environmental problems related to modern science.

Physical Sciences

1. Explain the fundamental unifying principles of physical sciences, including the nature of forces, motion, and the flow of matter and energy through systems on different scales.

Life Sciences

1. Explain the fundamental unifying principles of the life sciences, which include evolution, heredity and reproduction, essential chemical and physical components required for life, and the human role in, and impact on, the biosphere, including the importance of biodiversity and sustainability of ecosystems.

Applied Technical Sciences

1. Employ scientific principles to technical fields in areas such as:
    a. Interconnections between society and science
    b. The impact of scientific understanding and advancement on technology, life, and the environment
    c. The historical contexts of scientific discoveries.
2. Apply scientific principles and methods to assess situations extracted from ordinary experience or from societal or environmental problems related to current and emerging applied technical sciences.
3. Demonstrate understanding of some of the fundamental unifying principles of technical applied sciences, which include ethics; essential life and physical science components required for technical innovation; and the human role in, and impact on, the biosphere.

Ethics and Values

1. Examine primary sources of a variety of theories and principles in normative ethics such as virtue ethics, deontology, Buddhist ethics, utilitarianism, and Confucian ethics.
2. Apply respectfully normative theories to contemporary moral issues.
3. Appraise normative theories in terms of relevance and logical consistency.
4. Evaluate the ethical dimensions of works in humanities disciplines such as philosophy, literature, religion, and history.
5. Support one's own ethical views and positions rationally.
6. Discuss knowledgeably, reflectively, responsibly, and respectfully across diverse cultural, ethical, political, and religious communities.

Reviewed and approved by the UVU General Education Committee on November 9, 2022