

**Application for General Education Course Substitution**

**Course Substitution Overview**

Per USHE Policy R470, General Education, coursework within designated pre-majors or majors may serve as a substitute for a breadth area requirement in UVU’s General Education Program. Course substitutions are possible when courses in a pre-major or major demonstrably cover the same content and learning objectives as the general education courses in a specified general education breadth area. The general education breadth areas include:

* Arts
* Humanities
* Life Sciences
* Physical Sciences
* Social and Behavioral Sciences

|  |
| --- |
| *USHE Policy R470* (approved December 1, 2023)7.9 Substitution of Courses in General Education to Accommodate Major Requirements: Institutions may allow students with declared majors in breadth areas listed in subsection 6.3 to substitute study and achievement in lower division major courses for the general education requirement and to achieve the required number of total general education credits by completing additional coursework in other general education areas. The receiving institution shall allow a USHE transfer student who retains the major to maintain the substitution at the receiving institution and shall not require the student to complete additional general education coursework. |

**Major and General Education Breadth Area Information**

*Please provide the following major and general education breadth area information.*

1. School or College Name:
2. Department Name:
3. Major(s):
4. Select the general education breadth area for the proposed course substitution.

|  |
| --- |
| ***General Education Breadth Area*** |
|  | Arts |
|  | Humanities |
|  | Life Sciences |
|  | Physical Sciences |
|  | Social and Behavioral Sciences |

**Pre-major or Major Courses**

*Please provide a list of 3-5 courses from either the pre-major or major program that align with the content covered in the chosen general education breadth area and are suggested as course substitutions. It is important to ensure that the material outlined in the university’s program learning outcomes for the selected general education category is collectively addressed across these courses, though not necessarily within any single course.*

1. List the courses below and include the course prefix, number, and title:

|  |  |  |
| --- | --- | --- |
| ***Course Prefix*** | ***Course Number*** | ***Course Title*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Evidence of Meeting the Mission of General Education**

*Please review the definitions for liberal education and general education. Then, provide a response to the following questions.*

* *Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g., science, culture, and society), as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.*
* *General Education is the part of a liberal education curriculum shared by all students. It provides broad learning in liberal arts and science disciplines, and forms the basis for developing important intellectual, civic, and practical capacities. General Education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning.*
1. Describe how this collection of courses addresses the program learning outcomes for the selected general education breadth area. Please specify which university program learning outcomes are addressed in each course (see UVU’s General Education Program Learning Outcomes document provided in this application).

|  |
| --- |
|  |

1. Explain how this course substitution request has been deliberated upon and subsequently approved by department faculty.

|  |
| --- |
|  |

**Required Application Materials**

*Please attach a syllabus for each of the listed courses that include the following information:*

* *Course learning outcomes (CLOs) and related assignments. Indicate how CLOs are linked to one or more of the university’s Essential Learning Outcomes (ELOs). A list of the university’s ELOs is provided in this application.*
* *Course outline or schedule.*
* *Attach sample materials that provide evidence of instructional practices and measures of learning outcomes (e.g., assignments, exams, grading rubrics).*

**Academic Leadership Signatures**

*Please enter the following information and obtain signatures.*

Department Name:

|  |  |
| --- | --- |
|  |  |
| Signature of Department Chair | Date |

School or College Name:

|  |  |
| --- | --- |
|  |  |
| Signature of Dean or Designee | Date |

**General Education Committee Action and Signature**

Date of General Education Committee Discussion:

|  |  |
| --- | --- |
|  | Approved |
|  | Approved Provisionally*General Education Committee Comments:*  |
|  | Not Approved*General Education Committee Comments:*  |

|  |  |
| --- | --- |
|  |  |
| Signature of General Education Committee Chair | Date |



**UVU’s General Education Program Learning Outcomes**













**USHE and UVU Essential Learning Outcomes**

*In a general education course, it is not necessary to have every course learning outcome (CLO) reference an essential learning outcome (ELO), nor is it necessary to include multiple ELOs in this course. Faculty should be selective and focus on only ELOs that are addressed to a significant level in a general education course.*

**USHE’s Shared General Education ELOs**

*Information drawn from the USHE R470 Policy (December 1, 2023)*

USHE’s shared General Education ELOs should inform institutions' design of their general education programs at the program, area (core and breadth), and course level to offer an appropriate breadth, depth, and sequencing of learning. Program-level design shall ensure student demonstration of specific understanding and application of the following general education competencies:

* Intellectual and Practical Skills: These skills include inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, teamwork and problem-solving, and practical skills such as visual, kinesthetic, design, and aural forms of artistic communication.
* Knowledge of Human Cultures and the Physical and Natural Worlds: Engagement with “big questions”—both contemporary and enduring--in the sciences, mathematics, social sciences, humanities, histories, languages, and the arts.
* Personal and Social Responsibility: Development of personal and social responsibilities, including ethical reasoning and actions, foundations and skills for lifelong learning, community and civic knowledge and engagement, involvement with diverse communities and real-world challenges, and local and global intercultural knowledge and competence.
* Integrative Learning: Demonstration of synthesis of learning and advanced accomplishment across coherent general and specialized studies and the application of knowledge, skills, and responsibilities to new settings and complex problems.

**UVU’s ELOs**

The university’s ELOs are a comprehensive set of learning goals that are fostered and developed across a student’s educational experience at UVU. They reflect the foundational skills and competencies needed to meet the challenges of an ever-changing and complex world. The ELOs are introduced in general education courses and then reinforced and expanded in program learning outcomes (PLOs) and CLOs.

* Communication: Communicate facts and ideas.
	+ To demonstrate competence in communication, students will appraise the needs of their audience; use sound evidence and reasoning in constructing arguments; and clearly and effectively communicate.
* Critical Thinking: Analyze ideas, information, and problems.
	+ To demonstrate competence in critical thinking, students will question assumptions; evaluate ideas and problems in a systematic way; and appraise arguments for importance, logic, relevance, and strength.
* Digital Literacy: Use digital technologies.
	+ To demonstrate competence in digital literacy, students will leverage digital technologies to accomplish goals; engage effectively and ethically in a digital environment; and adapt to new and emerging technologies.
* Ethical Reasoning: Recognize and consider the ethical dimension of behavior.
	+ To demonstrate competence in ethical reasoning, students will apply ethical principles and approaches; consider alternative courses of action and consequences; and evaluate and articulate their own ethical values.
* Inclusion: Understand and apply the principles of diversity, inclusion, and equity.
	+ To demonstrate competence in inclusion, students will show cultural understanding; recognize issues of diversity, inclusion, and equity; and understand the importance of creating diverse and inclusive environments for all.
* Information Literacy: Collect, evaluate, organize, and use information.
	+ To demonstrate competence in information literacy, students will find appropriate information to address a need; evaluate it for relevance and validity; and use it to draw conclusions and generate solutions.
* Quantitative Literacy: Communicate facts and ideas.
	+ To demonstrate competence in quantitative literacy, students will solve problems using basic calculations; make judgements about and draw conclusions from quantitative evidence; and use quantitative strategies to support a position.
* Scientific Literacy: Understand scientific concepts and methods.
	+ To demonstrate competence in scientific literacy, students will have a basic understanding of major scientific concepts and methods; apply scientific knowledge to daily life; and express scientifically informed positions.