General Education Handbook

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1.0 General Education Overview

General Education is an essential component of a liberal education broadly defined, and the General Education Committee is guided by several general principles in its ongoing efforts to understand and address the issues and practices of our General Education program.

- The General Education Committee affirms its commitment to **informed and evidence-based decision-making** based on current literature in the field, particularly the works listed on the General Education resources page (link).

- 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) (link), we affirm that college-educated people should possess **a common, general knowledge base beyond their major**. College-educated people should be familiar with the knowledges 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.

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

- 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, professionally and constructively working with others, and computer 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.

Ultimately, General Education should consist of courses that are integrated to help students explore knowledge, develop skills, and make connections. It aims to develop well-rounded individuals, engaged citizens, and lifelong learners.

The following handbook describes the scope, composition and procedural operations of the General Education Committee, and also offers to faculty seeking general education designations 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.

2.0 Scope of the General Education Committee's Responsibility

2.1 The General Education Committee shall be a sub-committee of the Senate CurriculumCommittee and is responsible for:

- Reviewing and developing General Education criteria with input from representative faculty.
- Discussing, considering, and developing proposals regarding the vision, effectiveness, and other matters related to General Education.
- Reviewing all substantive proposals involving new courses designated as General Education and reporting to the Senate Curriculum Committee and Faculty Senate.
- Reviewing all substantive program changes that involve General Education requirementsand reporting to the Senate Curriculum Committee and Faculty Senate.
- Reviewing institutional proposals impacting General Education and reporting to the Senate Curriculum Committee and Faculty Senate.
- Scheduling and conducting regular reviews, a minimum of every five years, of all courses designated as General Education and reporting to the Senate Curriculum Committee and Faculty Senate.
- Updating procedures, policy and forms in a timely manner.
- Providing full and fair consideration of all proposals brought before the committee.

2.2 Decisions of the General Education Committee take the form of recommendations that needto be confirmed by the Senate Curriculum Committee and Faculty Senate before going into effect.

2.3 The General Education Committee is not responsible for approving non-substantive changes to Course Curriculum Outlines (CCOs), Course Learning Outcomes, or Program Curriculum Outlines (PCOs), and will follow the definition of non-substantive changes set by the Senate Curriculum Committee. The General Education Committee is also not responsible for deliberating non-General Education matters that are the prerogative of the Senate CurriculumCommittee. However, such changes should come to the committee as information items via the faculty Chair of the General Education Committee.

3.0 Composition of the General Education Committee

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

- Faculty Chair (member of Faculty Senate Leadership; votes only in case of a tie)
- Academic administrator for General Education (non-voting) serves as co-chair upon annualratification by the General Education committee
- Each school will have faculty representation on the committee equivalent to the numberof academic divisions or programs with General Education requirements and with an Associate Dean or Program Director who reports directly to the Dean of the school.
- ePortfolio Coordinator (voting)
- Two representatives from Student Affairs (voting)
- Two representatives from Academic Support (non-voting)
- One representative from articulation (non-voting)

- Administrative Assistant to support the General Education Committee (non-voting)

3.2 All faculty on the General Education Committee shall be chosen by their school and ratified by their respective school curriculum committee. Deans are expected to fill anticipated vacancies at the end of the Spring term, and will inform the faculty and administrative Chairs of the General Education Committee of their school's faculty representatives prior to commencement. The purpose of this provision is to improve the practice of matching up mentors with courses that will be coming up for review in the Fall. Terms shall be three years; members may serve multiple terms at the discretion of the school. Non-faculty will be chosen by the organization that they represent and shall serve a three-year term; members may servemultiple terms at the discretion of the department.

3.3 The faculty Chair of the General Education Committee shall be elected by a majority of the voting members of the committee itself. To be elected Chair a faculty member must have served a minimum of one year on the General Education Committee in the past three years. The term for the faculty Chair position is three years, and the Chair can stand for re-election to a second term. However, after serving two terms, s/he may not serve as faculty chair for at least a three-year period.

3.3.1 The faculty Chair does not vote in the General Education Committee meetings, except in case of a tie vote.

3.3.2 The faculty Chair of the General Education Committee is responsible for representing the committee to the Senate Curriculum Committee, the Faculty Senate, Faculty Senate leadership, and the USHE General Education Task Force with voting privileges on each of those committees.

3.3.3 The faculty Chair of the General Education Committee is responsible for assigning mentors for five-year reviews and new course proposals.

3.3.4 With approval of their Associate Dean, the faculty Chair shall receive appropriate release time from their normal teaching load as necessary to fulfill the responsibilities of leading the committee.

3.4 Each year the General Education Committee may elect a Vice-Chair from the existing faculty membership who will conduct meetings and represent the General Education Committee in the absence of the faculty Chair. The term for the Vice-Chair is one year and can stand for re-election to additional terms.

3.5 The administrative and faculty Chairs of the General Education Committee are jointly responsible for creating meeting agendas and ensuring that all matters before the committee receive a full and fair hearing.

3.6 The office of the administrative Chair of the General Education committee is responsible to track all proposals on the Curriculum SharePoint site, prepare meeting agendas, keep all

meeting minutes, record all actions, and distribute materials in a timely manner to the committee members for their review.

4.0 Operation of the General Education Committee

The General Education Committee is responsible for making determinations regarding new General Education course proposals, General Education courses up for five-year review, program changes that affect General Education, and larger initiatives that affect or are contained within General Education. Robert's Rules of Order govern the operation of the General Education Committee.

4.1 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.

4.2 The Committee shall follow Robert's Rules of Order for meeting proceedings, under the direction of the faculty Chair.

4.3 A quorum must be present in order for the General Education Committee to vote on motions and proposals. A quorum consists of at least 51% of the 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.

4.4 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 theproxy recipient, with carbon copies to the chair and administrative assistant of 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 his or her 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 Decisions of the General Education Committee—including whether and how to update thishandbook—shall be made by majority vote of the voting members or proxies/replacements.

4.6 Course proposals and programs falling under the responsibility of the General Education Committee will only be reviewed after the department and the home school curriculum committee approves and sends them forward.[1] School curriculum techs must upload the relevant documents to the curriculum SharePoint site. Notice of the proposal needs to be sent to the administrative assistant for the General Education Committee at least one week before the next General Education Committee meeting.

[1] The "home school curriculum committee" refers to the curriculum committee of the school in which the CCO originated.

4.7 Because of the broadly integrative nature of our General Education program, General Education Designations are not understood to be housed solely under any specific schools,departments or disciplines. That means that there may be courses whose General Education Designations are more typically assigned to courses in schools other than theirs (e.g. a course from the school of Business with a SS designation, a course from the school of Health Sciences with a HU designation, or a course from the school of Humanities and Social Sciences with a LS designation). Because of the cross-disciplinary nature of General Education, courses (new and 5-year review) that seek a designation for which the majority of subject matter experts reside in an outside school, must follow certain additional procedures:

4.7.1 Each course must be reviewed by all relevant outside school curriculum committees before it comes to the General Education Committee, and preferablybefore it is brought to the course's home school curriculum committee.

4.7.1.1 Reviews by each school should be performed in a reasonable time frame, but should be substantive, not cursory or ceremonial. Courses should be put on School Curriculum Committee agendas with sufficient time to address substantive issues raised, before being put on the General Education Committee agenda. Such courses will not be put on the General Education Committee agenda until the course has been reviewed by all relevant School Curriculum Committees.

4.7.1.2 Such school curriculum committees cannot assume the role of vetoing the course and halting the curricular process.

4.7.2 In cases where School Curriculum Committees come to conflicting conclusions, the course will be placed into a process of mediation. The co-chairs of the General Education committee will assemble an ad-hoc mediation committee, comprised of relevant faculty, the Deans and key Associate Deans of each relevant school, and at least one of the mentors assigned to the course by the General Education committee,and will select an impartial faculty member to chair the committee. Other members will be selected as needed or appropriate.

4.7.2.1 The mediation committee's role will be to set a timeline and to work with the affected schools to resolve the conflict, so as either to allow the course to move forward or to resolve to withdraw the sought-designation.

4.7.2.2 In order to keep the group small enough for meaningful discussion, the mediation committee should aim to not exceed 10 members.

4.7.3 Once the above procedures have been met, the course may be brought to the General Education committee for its review and recommendation to the Senate Curriculum Committee. In the case of cross-school agreement or successful mediation, the General Education committee will review the course according to standard review processes outlined in sections 4.11 – 4.12. In cases where no agreement or resolution can be reached between the affected schools, the General Education committee will review the course with these additional procedures:

4.7.3.1 The chair of the mediation committee will present the primary issues associated with the course and explain the factors that led to an impasse.

4.7.3.2 A spokesperson from each affected school (faculty or administration) will have an opportunity to supplement the mediation report with additional argument or clarification.

4.7.3.3 These two additional procedures laid out in 4.7.3.1-2 shall be considered as extended invitations to speak in line with Roberts Rules of Order, which governs this process as it does all other General Education Committee business.

4.7.3.4 If an unsuccessfully-mediated course is approved by subsequent vote of the Gen Ed Committee, a summary-sheet will be compiled by the mediation committee chair and General Education Committee co-chairs, to be submitted to the Senate Curriculum Committee, along with the CCO materials.

4.8 For groups of like courses (e.g., HLAC courses that are similar) the General Education Committee may choose to review one CCO and syllabus based upon the assertion of the Associate Dean that the courses are, indeed, nearly identical.

4.9 General Education courses must be reviewed and reapproved every five years, or they lose General Education designation. Courses who 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 the General Education Committee may take action to remove the courses General Education designation(s). The academic administrator responsible for General Education shall regularly publicize lists of courses and their five-year review dates.

4.10 As soon in the curriculum process as possible, preferably before the course proposal or review comes before any school curriculum committee, the faculty Chair of the General Education Committee will assign each new course proposal two mentors and each five-year review two mentors from the General Education Committee. One mentor should come from the same school and one should come from outside the school. For a course seeking a designation for which the majority of subject matter experts reside in an outside school, one mentor shall be selected from that school. These mentors will offer assistance and feedback to the faculty or department that is bringing forward the proposal or review. Said offer of assistance may be accepted orrefused at the discretion of the faculty or department bringing forward the proposal or review.

4.11 New course proposals

4.11.1 New course proposals must include the current Course Curriculum Outline (CCO), the General Education Rationale, and a representative syllabus.

These documents and a request for mentors must be submitted to the committee a minimum of two weeks prior to the desired meeting date.

4.11.2 For new course proposals, two mentors will score the course, using the General Education rubric before attending the meeting at which the course proposal will be discussed. They will share their completed rubrics with the faculty bringing the proposal and the General Education Committee members prior to the committee meeting scheduled for the review.

4.11.3 Prior to the General Education Committee meeting, members will read thedocumentation required in 4.11.1 and the scored rubrics from the mentors. At the meeting the committee will hear a presentation from the faculty member (or designee) responsible for the review. The presentation will include a description of the proposed signature assignments and ePortfolio integration for the course.

4.11.4 Committee members will discuss the proposal and ask questions of the responsible faculty or designee. The committee will then take a formal vote on each proposal. The committee may decide to accept the proposal, ask the faculty to revise and resubmit, or reject it—and in the last instance, the faculty may decide to revise the proposed course and re-start the curriculum process.

4.11.5 The General Education Committee will not consider incomplete proposals for new General Education courses. The complete CCO, the General Education Rationale, and sample syllabus must be submitted to the committee. The Committee may pass a proposal only if either no changes are needed, or only minor changes are needed.

4.11.6 New course proposals can only be passed by a formal vote.

4.12 For courses up for five-year review

4.12.1 Five-year reviews must include an updated Course Curriculum Outline (CCO) on the current form, the General Education Rationale, a representative syllabus, and the cover sheet described below. In addition, the Committee will assess ePortfolio integration, signature assignments, and reflection in the course.

4.12.2 The cover sheet includes:

- Changes (if any) to the course since its approval or last review, and a rationale for those changes.
- A statement that the sample syllabus is representative of the other syllabi used in the course.

- A description of any assessment results collected from this course since the last review, and any actions taken or professional development implemented based on those results.

4.12.3 For five-year course reviews, the two mentors will score the course using the General Education rubric. They will share their completed rubrics with the faculty submitting the proposal and the General Education Committee members prior to the committee meeting scheduled for the review.

4.12.4 Prior to the General Education Committee meeting, members will read thedocumentation required in 4.12.1 and the scored rubrics from the mentors. At the meeting the committee will hear a presentation from the faculty member responsible for the review. The presentation will include examples of signature assignments and reflection as they appear in student ePortfolios. The ePortfolio coordinator will present their assessment of ePortfolio integration, signature assignments, and reflection in the course.

4.12.5 Committee members will discuss the proposal and ask questions of the responsible faculty or their designee. The committee will then take a formal vote on each proposal. The committee may decide to accept the proposal, ask the faculty to revise and resubmit, or reject it—and in the last instance, the faculty may decide to revise the five-year review and re-start the curriculum process.

4.12.6 The General Education Committee will not consider incomplete five-year course review proposals. The complete CCO, the General Education rationale, sample syllabus, and cover sheet must be submitted to the committee. The completed mentor rubrics must also be submitted prior tothe meeting. The Committee may pass a proposal only if either no changesare needed, or only minor changes are needed.

4.12.7 Five-year course review proposals can only be passed by a formal vote.

4.13 For existing courses going through substantive changes, including designation changes, significant modification to the curriculum, or similar, the course will go through the five-year review process, even if it has been less than five years since the last review.

4.14 For substantive program changes affecting General Education

4.14.1 Proposals for programs going through substantive changes must includean updated Program Curriculum Outline (PCO).

4.14.2 The General Education Committee will review the PCO and hear from theappropriate Dean, Associate Dean, and/or faculty before making its decision.

4.15 For development or reviews of designation criteria

4.15.1 The General Education Committee will, once a year, look at current designation criteria and determine those in need of review or revision.

4.15.2 For those designations in need of review, the faculty Chair of the General Education Committee—in consultation with his/her administrative co-chair, and with the Dean of the school in which the majority of the subject matter experts reside—will create a sub-committee to review and revise the designation.

4.15.3 This subcommittee will be comprised of General Education Committee members and representatives (administrative and faculty) from areas affected by the designation. Two-thirds of the committee should be faculty, primarily those with subject matter expertise in the designation area. In order to keep the group small enough for meaningful discussion, this committee should aim to not exceed 10 members.

4.15.4 This subcommittee will, in a timely manner, review and revise the designation criteria as needed, and bring the proposed criteria tothe General Education Committee for review.

4.16 For changes to General Education programs, designations, assessments, orother matters, that will have impacts college-wide

4.16.1 All faculty will have the opportunity to be involved in proposal development and be able to provide comments and suggestions on proposals.

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

4.16.3 Prior to being voted on in the General Education committee, members must ensure that there has been sufficient college-wide involvement in the development and review of proposals.

5 Considerations and Criteria for Courses Seeking General Education Designation

In addition to the specific criteria for each General Education course designation, other important considerations for courses seeking General Education designation are as follows:

5.1 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 college-wide learning outcomes in addition to disciplinary learning outcomes.

5.2 General Education should be integrative in nature and emphasize connections between andrelevance to other disciplines. These courses should provide insights into how knowledge inone 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.

5.3 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 additionally adequately represent the role of their designation in the General Education program as a whole.

5.4 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.

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

5.6 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 particular designation to which the course is assigned in addition to a meaningful ePortfolio assignment that emphasizes deep reflection. The overall course grade must reward student effort on the ePortfolio assignment; however, each department is to determine the weight of this assignment on the course grade.

5.7 In accordance with R470, General Education courses should align with other USHE institutions where possible.

6.0 Learning Outcomes and Best Practices

6.1 Learning outcomes for General Education courses should address designation criteria, program/discipline requirements, as well as the College Wide Learning Outcomes.

6.2 In line with the current literature, we affirm that 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; should focus on integration and application of both 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 We affirm that 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
- Service learning
- Hands-on experimentation
- Inquiry based learning
- Simulations
- Argumentation/debate
- Individual/group presentations
- Interactive lecture
- Class discussion
- Student response system

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

6.5 Instructors should select one or more of their course assessments as a signature assignment that students will showcase in their ePortfolio as documentation of their General Education learning, as described in section 7.3.

6.6 General Education courses must:

- Have required statements (located at: http://faculty.slcc.edu/orienting-faculty/syllabus.aspx) in the syllabus.
- Provide clear explanation in the syllabus of the ePortfolio requirement, including signature assignments and reflection. This may be accomplished by using the stock ePortfolio syllabus statement or language of each professor's own design. The facultysupport page for ePortfolio is at: http://facultyeportfolioresource.weebly.com
- Explain to students that it is a general education course, where it fits in the scope of general education courses, the nature of its general education designation, and the similarities and differences between that designation and others.

7.0 List the course learning outcomes in the syllabus and show in the Course Curriculum Outline that the course learning outcomes align with the general education learning outcomes.

Purposeand Effective Implementation of the ePortfolio

7.1 The General Education ePortfolio contains significant artifacts from all General Education courses as well as reflection on those assignments and/or courses. The ePortfolio also allows students to document their academic or professional goals, relevant extra-curricular activities, and professional documents such as their resume. Faculty teaching General Education courses should help students use the ePortfolio to cohesively showcase their academic work, their reflections, and their computer literacy as they move on to a four-year school or into the workforce. Faculty should also know that the ePortfolio is used as a college-wide assessment of the General Education Learning Outcomes.

7.2 The ePortfolio is a requirement for all General Education courses and should be introduced to students early each semester as an integral part of the course rather than as an add-on. There are online (link) and in-person resources for students and faculty who need assistance in setting up and effectively implementing the ePortfolio.

7.3 A signature assignment (link) is a real-world application of knowledge that addresses two or more of the General Education Learning Outcomes. 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 engaging, while demonstrating content mastery of the course. Signature assignments should be significant, meaningful, and synthesize multiple concepts from the course learning outcomes. 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 merely uploading a document, and instead prefers to see assignments where students are actively constructing and/or demonstrating knowledge in the ePortfolio itself.

7.4 In addition to a signature assignment for each course, students are also required to complete a reflection on a specific assignment or 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 form, reflection requires the thinker/writer/creator to think critically about learning and connections they make among experiences. There are resources online (link) and in-person for instructors on the use of reflection and developing effective reflection prompts or assignments.

Appendix A:
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.

AMERICAN INSTITUTIONS (AI) [Designation updated Spring 2014]

Salt Lake Community College's American Institutions (AI) requirement is meant to ensure that in accordance to the Board of Regents Policy 470 and the Utah State Code 53B-16-103(b), prior to receiving a bachelor's degree from a USHE institution, all students "shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States". The fundamental objective of this requirement is to provide students with the knowledge and skills necessary for informed and responsible citizenship.

LEARNING OUTCOMES

Upon completing an American Institutions (AI) course, students will be able to:

- demonstrate a basic understanding of the founding and political, social and economic development of the United States
- demonstrate an understanding of the meaning and implications of participatory democracy
- write effectively about the history, principles, form of government and economic system of the United States
- analyze and contextualize primary source documents
- engage a diversity of viewpoints in a constructive manner
- apply knowledge and analysis to contribute to contemporary social dialogue
- demonstrate computer and information literacy skills

PEDAGOGICAL INSTRUCTIONS

Each American Institutions (AI) course will:

- rely upon a coherent theme or an analytical framework to provide continuity
- require students to complete significant writing assignments
- require students to engage in class discussions and/or other collaborative activities
- engage students—through the e-portfolio signature assignment—in the methods used in thediscipline as well as in some aspect of the fundamental objective of the AI requirement (see Introduction)
- require students to work with primary source documents
- require students to reflect and thereby
    - make connections between their work in the course and other academic work they've done
    - make connections between their work in the course and their own lives
    - make connections between theoretical and practical applications of the work they've done in the course
    - relate the work they've done in the course to SLCC's General Education learningoutcomes

Approved AI courses are located in the General Education section of the SLCC catalog.

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.

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 disciplinarydiscursive 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.

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.

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.

Approved CM courses are located in the General Education section of the SLCC catalog.

DIVERSITY (DV)

First: The proposed course must meet General Education Distribution Area or Institutional Requirement criteria.

Second: The course proposal must demonstrate the following:

COURSE CONTENT

The proposed course must embody at least a majority of the following diversity topics:

- Focus on topics of diversity within the complex system of U.S. society.
- Focus on a group which faces unique challenges in relating to U.S. society as a whole, including such topics as acculturation, stereotypes, bigotry, inequitable treatment, etc.
- Defines, analyzes, and challenges social structures which cause problems for groups in U.S. society.
- Applies concepts in diversity and/or multiculturalism specifically to training in a particular field of academic interest/study.
- Explores the dynamics of such social issues as social or ethnic discrimination (e.g., racism, sexism or cross-cultural interaction, etc.).
- Methods of moving toward a more tolerant society are examined critically. Experiences and relations of topic groups and their relations with U.S. society are used to assess the problems and benefits of a multicultural society.
- The concept of diversity is explored and its definitions challenged, with students examining its application to their lives and to U.S. society.

METHODS

All of the following should be inherent in the didactic structure of the proposed course:

- The course is designed to be an open forum for the expression of ideas.
- Students with views that are contrary to the belief of the faculty (or even the intended result of the course) are expected to support their views with information gained in the course, but are not academically punished or rewarded for their views.
- The course is based on critical analysis, rather than opinion and factual knowledge.
- The course presents facts from multiple and opposing perspectives so that students can formulate educated opinions.
- Students should have opportunity to synthesize information and opinions formed by drawing

parallels to their own lives/experience.

MISCELLANEOUS
All of the following should be met, where applicable:

- A course including both the study of non-dominant groups and global circumstances must systematically link the two with the global perspectives offered to enhance understanding of U.S. social dynamics.
- A course studying artistic production of non-dominant cultures should include the study of the relations between art and the culture of the group.
- If the main focus of the course is historical in nature, the course should explore current socialcircumstances of the group as a result of historical events.
- Courses studying one specific cultural group should not allow an understanding of that specific group and its circumstances to be an end in itself, but a tool with which to examine the greater U.S. social dynamic.

COMPOSITION (EN) [Designation updated Spring 2017]

Salt Lake Community College's Composition (EN) requirement provides students with transferable knowledge about reading and writing, and develops students' metacognitive awareness of themselves as readers and writers. EN designated course curricula construct a foundation of knowledge, skills, and practices that students apply as they encounter writing experiences across the college curriculum and in the workforce. This requirement is in accordance with Utah State Board of Regents Policy 470-3.2.1.

LEARNING OUTCOMES
Upon completion of the Composition (EN) requirement, students will be able to:

- Use rhetorical analysis to flexibly and effectively respond to the purposes, audiences, and contexts surrounding diverse writing tasks.
- Critically access, interpret, develop, and/or utilize appropriate, relevant, and compelling1content through the ongoing practice of analyzing, synthesizing, interpreting, and evaluating ideas, information, situations, and texts across diverse reading and writing tasks.
- Demonstrate detailed attention to and successful execution of genre conventions particular to specific writing tasks, including organization, content, presentation, formatting, and stylistic choices.
- Make skillful information literacy choices in their selection, interpretation, and use of sources relevant to their writing tasks.
- Develop written texts that successfully communicate meaning to readers.
- Understand, analyze, navigate, and adapt their own iterative reading and writing processes and practices (e.g. generation, revision, production) in independent and collaborative writing tasks.

CRITERIA
Courses seeking Composition (EN) designation must address the following:

- The course title/description must reveal the written communication focus of thecourse.
- The meta-cognitive development of emerging writers is the primary topic of the course, though it may follow specific theme or focus.

- Curriculum documents must demonstrate:
    - The transferability of writing knowledge acquired in the course to other writing tasks/situations.
    - Rich application of critical thinking, reading and writing learning practices.
    - The iterative nature of learning and scaffolded instruction in reading and writing.
    - Varied forms of formative and summative assessment.
    - Multiple and layered opportunities for post-evaluative revision of assignments.
    - Robust opportunities to develop metacognition and reflection upon students' thinking and language use as readers and writers.

PEDAGOGICAL INSTRUCTIONS
Composition (EN) courses will emphasize the following:

- Provide a robust variety of diverse reading and writing assignments that engage students in multiple writing processes, including heuristics, drafting, feedback, revision, and editing.
- Engage students in close critical reading of texts as occurring with rhetorical situations and within genres.
- Engage students in extended practice negotiating new and diverse reading and writing situations and tasks that require their adaptation to shifting expectations and demands.
- Include multiple, multi-stage writing assignments that require drafting, feedback, revision and editing.
- Individually adapt instruction and pedagogies to the varied discursive needs of different students as they develop as writers.
- Provide individualized, multi-layered/multi-modal, formative and summative instructorfeedback and evaluation on all assignments.
- Predominantly use active learning practices – e.g. Class discussion, Interactive lecture, Inquiry based learning, Argumentation/debate, Group problem solving, Multi-step group projects, Peer Review, Collaborative work.
- Include substantial sustained individual and collaborative engagement with meta-cognitive and iterative processes related to generation, revision and production of written communication.
- Incorporate reflective writing and discussion for connection-making across disciplines, to the wider world, and to students' own lives.
- Engage students—through the e-portfolio signature assignment—in reflection upon the transferability of writing knowledges developed in the course to other writing situations/tasks in their other courses and in their own lives.

Approved EN courses are located in the General Education section of the SLCC catalog.

FINE ARTS (FA) [Designation updated Fall 2017]
Courses in the fine arts (FA) connect the arts and society, providing avenues to understand and engage with the artistic expressions of humanity. Such courses seek to foster critical and creative interpretations of artistic expression. Fine Arts (FA) courses help students develop critical, creative, and interpretive skills needed to function in an increasingly diverse world and contribute to society as educated and informed citizens.

LEARNING OUTCOMES

Upon completing a Fine Arts (FA) course, students will be able to:

- Recognize the aesthetic standards used in making critical and creative judgments in the arts
- Analyze, understand, and articulate creative processes and how the creative process can informnon-artistic endeavors
- Use the artistic process and forms of artistic expression to depict and express human experience, emotions and thought, by means of verbal, visual and aural images, metaphors and design

CRITERIA

Courses seeking Fine Arts (FA) designation must address the following:

- How the course specifically addresses the following college-wide student learning outcomes that every Fine Arts course should include:
    - Communicate effectively
    - Think critically and creatively
    - Work with others in a professional and constructive manner
    - Note: FA courses could and often will address other college-wide student learning outcomes as well.
- How the course will be pertinent and thought provoking for students across disciplines, including those outside of the fine arts
- How the content of the course introduces students to ways of experiencing and understanding a variety of artistic concepts, structures, and forms.
- How the content of the course helps students explore the world through varying aesthetic viewpoints.
- How the content of the course introduces students to critical and creative interpretations of artistic expression.

PEDAGOGICAL GUIDELINES

Fine Arts (FA) courses should emphasize the following:

- High impact practices that are often effective in a Fine Arts course including Active learning activities, Group activities and discussions, Peer evaluation, Analyzing and emulating model works, and/or Integration and application of knowledge and skills.
- The tools and experiences students need in order to engage in integrative or interdisciplinary thinking and application, in other words, how the knowledge and skills learned will be useful in other disciplines.

Approved FA courses are located in the General Education section of the SLCC catalog.

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.

CRITERIA:

- 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).
- 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.
- 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.
- 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.
- 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.

APPLICATION: Exercises will be discipline specific, with material applied to student career interest

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 andshared oversight to ensure GE and CTE needs are being met.

Approved HR courses are located in the General Education section of the SLCC catalog.

HUMANITIES (HU) [Designation updated Spring 2017]

Humanities courses focus on the study of how people understand and express human experience, and how human experience shapes our understandings of ourselves and the world. Focusing on the literary, philosophical, artistic, religious and/or linguistic expressions of individuals, past and present, the Humanities explore the underlying quality of cultural products, and what that quality tells us about the values, ideas, and meaning-making practices of individuals and their culture, as well as our own. Courses in the Humanities primarily use the tools of interpretation, critical analysis and evaluation of primary sources: texts, performances, art symbols, cultural and historical systems, and/or other forms of expression. Their methods employ historical interpretation, rhetorical, literary, aesthetic and philosophical analysis, as well as the cultivation of style, creativity and imagination as part of an analytical framework.

LEARNING OUTCOMES

Upon completing a Humanities (HU) course, students will be able to:

- Derive evidence from primary sources regarding the complexities and changes inhuman experience and understandings through analytical reading and critical reasoning and evaluation.
- Describe and critically analyze how human experience, values and understandings, and conceptual frameworks regarding self and world are shaped by human agency along with social, cultural, linguistic, technological, and/or historical circumstances; and vice versa.
- Demonstrate attentiveness to the ways language, images, or acoustic media communicatemeaning.
- Demonstrate appropriate use of verbal, perceptual, or imaginative skills when organizing meanings, developing a sense of self, and balancing potentially disparate values.

CRITERIA

Courses seeking Humanities (HU) designation must

- Focus on cultural and intellectual expressions through historical, philosophical hermeneutic,cultural and/or aesthetic investigations.
- Situate the events, customs, values and symbols of people throughout time in their appropriate cultural contexts.
- Attend to the development of critical analysis skills: the tools to assay essential features and qualities of cultural products in order to analyze and evaluate the historical, cultural, literary, moral, and/or linguistic forces that shape and are shaped by them.
- Further the development of verbal, perceptual, and imaginative skills needed for organizing and understanding our world in communicable ways.
- Cultivate attentiveness to written words, auditory and visual expressions, careful consideration of multiple perspectives, thoughtful balancing of complementary and sometimes contradictory values, coaxing forth of disparate meanings, and responsiveness to the complexities of sense.

PEDAGOGICAL GUIDELINES

Humanities (HU) courses should emphasize:

- Close reading and interacting with primary materials – texts, performances, art symbols, auditory materials, etc. – rather than only reading a textbook or listening to lecture.
- Classroom discussion, with students expected to participate actively in the classroom and develop their critical thinking skills.
- Comparison, analysis, and a concern with connections between particular texts and their social and historical contexts, with relationships among the various arts, and with links to other discplines that explore the human condition.
- The use of language and evidence effectively for purposes of critically evaluating forms of reasoning and constructing an argument.
- A complex, honest engagement with ideas and deep questioning.
- Written assessments, both of the course materials and of students' own thinking (metacognition).

Approved HU courses are located in the General Education section of the SLCC catalog.

~~INTERDISCIPLINARY (ID)~~ [Designation discontinued effective Fall 2018]

~~Courses are designed to study topics from more than one disciplinary approach or framework. For practical reasons, colleges tend to divide study into categories, such as the ones listed above. In reality, all fields of study are connected. Interdisciplinary courses help make these connections apparent and enrich student understanding of the complexity of the world and our knowledge of it.~~

~~Students will understand the intersections and connections of two or more different disciplines, including differing values and ethics, opposing and complementary theories, and social/ethical implications of the intersection of these disciplines for the future.~~

~~The Course Curriculum Outline and Course Syllabus must clearly demonstrate how the content crosses two or more disciplines and how the topics will be studied using more than one disciplinary approach or framework. The General Education Committee encourages collaboration and team teaching across disciplines and schools in the development of these courses.~~

~~INTENSIVE (IN)~~ [Designation discontinued effective Fall 2018]

INTERNATIONAL AND GLOBAL LEARNING (IG) [Designation added Spring 2017]

International and Global Learning (IG) courses focus on the world beyond the United States. The terms *international* and *global* address different aspects of what are distinct, but often interrelated objects of social complexity.

- International courses provide a broad base of knowledge about two or more countries in a comparative and/or interpretive context, and may focus on their interactions, exchanges, relations, perspectives, cultures, communications, historical developments, political and/or economic systems, geography, educational processes, etc.
- Global courses focus on the interconnected and interdependent issues that transcend all national borders and function worldwide, such as natural and environmental matters, social issues, culturally-created phenomena, and technology.

LEARNING OUTCOMES

Upon completing an International and Global Learning (IG) course students will be able to:

- Use a comparative and/or interpretive framework to examine the dynamics of power and how it shapes such issues as knowledge, privilege, gender, economies, religion, environment and/or race relations.
- Use quantitative and/or qualitative analytical skills to understand the inter-connectedness,interdependence and/or complexity of international and global systems.
- Employ discipline specific approaches/methods in critically examining international and/orglobal issues, processes, trends, events, structures, etc.
- Analyze at least one of the world's most pressing issues through critical reasoning and creative thinking, with an emphasis on developing collaborative and equitable solutions and processes.
- Demonstrate an understanding of the complexities of identity, including how deeply rooted identity is in culture, language, religion, race/ethnicity, geography and/or relationship to power.
- Communicate effectively in oral and/or written form about topics beyond—or transcendent of—the borders of the United States, or about the United States in a comparative and/or

interpretive framework.
- Make skillful information literacy choices in the selection, interpretation, and use of sources relevant to the course assignments and activities.

CRITERIA

Courses seeking International and Global Learning (IG) designation must address the following:

- The course title and/or description must reveal the international/global nature of the course.
- Curriculum documents for each IG course must be explicit with regard to the specific focus demonstrated between and among international and global phenomena. For example, the course syllabus should specify if the course is global, international or both in content.
- Curriculum documents must describe and explain how the course readings, teaching methods, and assignments add to student knowledge regarding the international/global topics addressed by the course.
- An international course that focuses in part on the United States must include two or more additional countries, and cannot allot more than one-third of its time and other resources [i.e., readings and assignments], to the U.S.

PEDAGOGICAL GUIDELINES

International and Global Learning (IG) courses should emphasize:

- Reliance upon coherent themes, theoretical perspectives, and/or analytical frameworks to provide continuity throughout the course.
- Substantive knowledge-based assignments or projects.
- Class discussions and/or other collaborative activities.
- Work with primary source documents and/or authentic texts.
- Reflection in oral and/or written form that makes cross disciplinary connections and/or explores the relevance of course content to the wider world and students' personal lives.
- Opportunities, when possible, for students to become engaged outside of class with international and/or global communities or issues. This may include, but is not limited to, service-learning activities.

Approved IG courses are located in the General Education section of the SLCC catalog.

LIFELONG WELLNESS (LW)

The Lifelong Wellness designated courses are the physical component of the mind/body connection of the student. Good health is critical to a person's quality of life. The instruction given in these courses emphasize the connection between being physically active and good health. These courses require active participation so students will develop skills in the various fitness, sport, or leisure activities that will be used for life.

CRITERIA:

- Students will learn the importance of physical activity and its connection to lifelong wellness.
- Students will learn and experience that participation in a fitness, sport or leisure activity results in daily benefits including: stress reduction, endorphin release, a sense of well-being, etc...
- Communication – Students will practice speaking and listening in understanding, practicing and refining motor skills.
- Critical Thinking – Students will learn to anticipate, strategize, and problem solve as they participate in the physical activity.
- Personal Growth
    - Students will learn self-discipline from pushing through challenging activities.
    - Students will learn to set goals and strive to achieve those goals.
    - Students will gain understanding of themselves in how they react to demands placed on them in a sport setting.
    - Students will learn skills in ethics, etiquette, and teamwork

METHODS:

- Each course is an activity class which requires motor skill practice.
- Each course has a required text which will be used in student evaluation.
- Each course requires either a written log recording the student's workout
- Information for the fitness activity, or a written journal chronicling the student's progress in mastering the leisure activity or sport.

Approved LW courses are located in the General Education section of the SLCC catalog.

LIFE SCIENCES (LS) [Designation updated Spring 2015]

The Life Sciences (LS) comprise the scientific fields involved with the study of living organisms. The goal of a life sciences course is to provide students with an understanding and appreciation of the natural world from a scientific perspective. Salt Lake Community College's Life Science requirement is meant to ensure, in accordance with the Board of Regents Policy R-470 that students are prepared for the 21st century having gained knowledge and proficiency about the natural world. The fundamental objective of this requirement is to provide students with the knowledge and skills necessary for informed and responsible citizenship. Specifically, students shall demonstrate a reasonable understanding of the scientific process, the unifying principles of the life sciences and the human connection to the natural world.

LIFE SCIENCES LEARNING GOALS

- Upon completing a Life Sciences general education course, students should be able to demonstrate a reasonable understanding of the general principles of science:

    - Scientific knowledge is based on evidence that is repeatedly examined through the scientific method and can change with new information.
    - All natural phenomena are interrelated; hence scientific explanations obtained from different disciplines should be cohesive and integrated.
    - Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner and then communicated effectively using discipline related terminology.
- Upon completing a Life Sciences general education course, students should be ableto demonstrate substantive knowledge of the following unifying principles:
    - The organization of life that is based on molecules and cells and extends to organisms and ecosystems.
    - The chemical and physical nature of life and the applicability of physical laws.
    - The inheritance and continuity of life.
    - The interactions and inter-dependency of organisms upon each other and their environment.
    - The patterns and processes of evolution that explain the unity and diversity of life.
- Upon completing a Life Sciences general education course, students should be able to demonstrate how scientific inquiry has made significant impacts on and increased understanding of:
    - Society, including technological advancements.
    - Improvements to human life.
    - The consequences of interactions among all living organisms, including humans, and their environment.

Approved LS courses are located in the General Education section of the SLCC catalog.

PHYSICAL SCIENCES (PS) [Designation updated Spring 2018]

Physical Sciences (PS) courses focus on our understanding of the natural world and its physical components using the methods of science. Students will recognize physical phenomena of the everyday world, and use appropriate methods and techniques to develop scientific knowledge and understanding. Courses will focus on assessing the credibility of scientific information and will use concepts of physical science to understand physical events and solve daily problems.

LEARNING OUTCOMES

Upon completing a Physical Sciences (PS) course, students will be able to:

- Demonstrate an understanding of science as a way of knowing about the physical world,specifically that:
    - scientific knowledge is based on systematic observations and testable hypotheses and scientific understanding can change as new evidence becomes available;
    - all natural phenomena are interrelated and every natural effect has acorresponding cause; and
    - students think critically and are able to apply scientific reasoning to their understanding of the physical world and about data and conclusions that are presented to them.
- Demonstrate understanding of forces in the physical world and/or discuss the flow of

matter and energy through systems (in large and small scales) as a consequence of natural laws.
- Demonstrate ability to interpret data in the form of tables, graphs, maps, and/or charts and then communicate those findings in oral and/or written form.
- Describe how the Physical Sciences have shaped and been shaped by historical, ethical, and social contexts.

CRITERIA

Courses seeking Physical Science (PS) designation must address the following:

- The course title and/or description must reveal the area of focus or specific discipline within the physical sciences.
- Course documents must illustrate how the course topics and course learning outcomes address each of the Physical Sciences learning outcomes above.

PEDAGOGICAL GUIDELINES

Physical Science (PS) courses should emphasize:

- Quantitative reasoning such as calculations or statistics.
- Measurement techniques, including an understanding of error in measurement.
- Data collection, data analysis, and critical thinking to draw conclusions.
- Data visualization such as graphing, mapping, or other methods or techniques.
- Use of models to conceptualize and make predictions.
- Reflection on course material that makes cross disciplinary connections and/or explores the relevance of course content to the wider world or students' personal lives.

Approved PS courses are located in the General Education section of the SLCC catalog.

QUANTITATIVE LITERACY (QL) [Designation updated Fall 2019]

In-depth collegiate-level mathematics courses covering general mathematical concepts, general algebraic techniques, and a plethora of their applications to many different subjects, e.g., social and behavioral science, nursing, chemistry, biology, finance, economics, statistics, probability, engineering, physics, etc. This is in contrast to more specific-subject, QS-type courses. QL courses involve learning parts of general bodies of mathematics, e.g., arithmetic, algebra, statistics, or calculus, and then applying these beyond a mere specific subject's routine applications (this is in line with USHE R470 3.2.2 (7)).

LEARNING OUTCOMES

In line with the Mathematical Association of America (MAA), upon completion of a Quantitative Literacy (QL) course, students will be able to:

- Think abstractly (in line with USHE R470 3.2.2 (1)) – QL courses involve learning a multitude of abstract mathematical concepts, theorems, and techniques throughout an entire semester; such courses require a basic-level understanding of not just how, but also why, such mathematical theorems and techniques are valid. Students will utilize and demonstrate their mastery of these abstract conceptual tools to solve many abstract/general mathematical problems.
- Model using mathematical equations and formulae (in line with USHE R470 3.2.2 (2 & 6)) – QL courses involve analyzing and modeling a broad range of phenomena from various subjects. Students will set-up (translate) contextual problems into accurate mathematical expressions and

equations, i.e., use mathematics itself as an expressive and descriptive language, and students will perform valid abstract symbolic manipulations of many variations, from the learned abstract theory above, in order to solve application-based problems.

- Estimate solutions using numerical methods (in line with USHE R470 3.2.2 (3)) – QL courses include learning various solution-estimation methods and developing greater numerical sense. Students will demonstrate how to apply numerous estimation routines and will interpret their results within a given problem's context. They will further assess a solution's reasonableness and even recognize some of the limitations of mathematical methods.
- Solve problems using geometric methods (in line with USHE R470 3.2.2 (2)) – QL courses involve learning various formal graphing techniques of general relations and functions, and other geometric-depiction methods. Students will demonstrate how to represent information and/or data not only symbolically, but visually by creating various graphs, charts, plots, diagrams, schematics, etc.,
- Think logically– (in line with USHE R470 3.2.2 (5)) Students will demonstrate valid deductive reasoning and sound abstract mathematical argumentation, parts of intellectual competency at a collegiate level. QL courses emphasize the importance of mathematics in the world, how it applies to various fields to help students become aware of "mathematical applications across the curriculum," and foster an attitude of basic appreciation of mathematical processes, mathematical precision, and mathematical certainty.
- Synthesize mathematics as it pertains to problems (in line with USHE R470 3.2.2 (6 & 7)) - E-portfolio Project – QL courses have a required e-portfolio project. Students are assigned a course's "signature assignment" to put in their student e-portfolios. Here students will demonstrate the "rule of four," algebraic, geometric, numeric, and verbal skills, within the course's mathematical objectives, both abstract and applied.

CRITERIA

Courses seeking Quantitative Literacy (QL) designation must meet the following:

"While colleges and universities should strive to ensure that every college graduate has achieved quantitative literacy, departments of mathematics must accept responsibility for establishing and providing a focused quantitative literacy program within their institutions and seeing that it is maintained in a suitable manner" (MAA; see maa.org). "Students may satisfy the QL requirement by completing at least one institutionally-approved mathematics course that clearly demonstrates quantitative reasoning skills beyond those found within required high school Mathematics courses and that is an appropriate introductory university level" (see USHE R470 3.2.2).

PEDAGOGICAL GUIDELINES

Quantitative Literacy (QL) courses should follow the following guidelines:

The MAA sets a standard that "every college graduate should be able to apply simple mathematical methods to the solution of real-world problems. A quantitatively literate college graduate should be expected to have deeper and broader experiences than those who only graduate from high school. The level of sophistication and maturity of thinking expected of a college student should extend to a capability for quantitative reasoning that is commensurate with the college experience. College students should be expected to go beyond routine problem solving to handle problem situations of greater complexity and diversity, and to connect ideas and procedures more readily with other topics both within and outside mathematics."

Approved QL courses are located in the General Education section of the SLCC catalog.

QUANTITATIVE STUDIES (QS) [Designation updated Fall 2019]

Salt Lake Community College's Quantitative Studies (QS) designation is to be used for mathematics-based courses for specific field (career and trade-technical) applications. These courses satisfy General Education requirements for programs leading to AAS degrees and certificates. The QS designation is in contrast to broader QL-type collegiate-level mathematics courses, which cover learning general bodies of abstract mathematics and have a multitude of applications spanning various fields.

LEARNING OUTCOMES

Upon completion of a Quantitative Studies (QS) course, students will be able to:

- Think Critically – Students will demonstrate deductive reasoning (logic) through problem-based technical applications of mathematics to analyze their specific field's pertinent problems and data, to identify common solution-methods in their field, and to assess their results for errors and cogency.
- Perform Area/Field-Specific Mathematical Problem Solving - Students will demonstrate adding, subtracting, multiplying and dividing integers, decimals, fractions, orders of operations, working with exponents, typically with and without the use of technology, solve proportions and percentage problems, and solve for simple unknowns, by carrying-out specific memorized mathematical processes and/or algorithms.
- Communicate Effectively – Students will translate field-specific problems into basic mathematical models (setting-up the problems) and accurately interpret and explain their results in context using natural language, i.e., English.
- Utilize Conceptual Theory – Students will understand number sense, estimating values, recognize how to apply basic mathematical concepts to their field, demonstrate a basic understanding and intuition of why specific memorized mathematical processes work, and be able to explain and cite specific examples of the vast application of mathematics in their field, and gain a deeper appreciation for use of mathematics.
- Utilize Visual Interpretations – Students will create, read, and interpret various charts, graphs, and symbols commonly used in their specific field.
- Technology – Students will learn to operate appropriate field-specific measuring devices, tools, equipment, and/or software.

PEDAGOGICAL GUIDELINES

Each Quantitative Studies (QS) course will:

- Be taught focusing the pedagogical standards of their specific field.
- Engage students through the e-portfolio signature assignment that highlights communication aspects of the specific field.
- Make connections with their course work and their field.

Approved QS courses are located in the General Education section of the SLCC catalog.

SOCIAL SCIENCES (SS) [Designation updated Spring 2021]

Courses in social sciences use theoretical approaches and empirical methods to explore individual and collective human behavior. They introduce students to how social science disciplines employ testable propositions and systematic methodologies that seek to describe and explain social reality, including interpretive investigations, experiments, quantitative and qualitative analyses, case studies, typologies, and investigations of primary source documents. If students take only one social science course, they should know that social scientists use scientific inquiry to reach their conclusions.

LEARNING OUTCOMES

Upon completing a Social Science (SS) course, students will be able to:

- Describe the complexity of human experience—including individual behavior and the institutions humans construct to organize that behavior—from a particular social science disciplinary perspective.
- Formulate basic questions about human behavior and social institutions.
- Explain the diversity and commonality of the human condition from a particular social science disciplinary perspective and with respect to concepts such as race, gender, power, identity, social change or continuity, and the relational self.
- Apply social science disciplinary theories, concepts, and methods to the understanding of human behavior and institutions.
- Develop and defend conclusions about human behavior and institutions that are empirically derived and theoretically informed.
- Discuss and assess the ethical issues social scientists encounter when conducting research.
- Recall or identify the concepts, personalities, events, and sequences that are relevant to a particular social science discipline.
- Describe the nature of the social sciences and their similarities to and differences from other disciplinary groupings such as the natural sciences and the humanities.

CRITERIA

Courses seeking SS designation must address the following:

- The course title and/or description must reveal the area of focus or specific discipline within the social sciences. · Course documents must illustrate how the course topics and course learning outcomes address the social sciences learning outcomes above.
- Curriculum documents must describe and explain how the course readings, teaching methods, and assignments add to student knowledge regarding a defined social science discipline.

PEDAGOGICAL GUIDELINES

SS courses should emphasize:

- Big questions of the social science disciplines that are contemporary, historical, and/or enduring.
- Reliance upon data, coherent themes, theoretical perspectives, and/or analytical frameworks to provide continuity throughout the course.
- Substantive knowledge-based assignments or projects.
- Writing-to-learn and/or traditional writing assignments.
- Class discussions and/or other collaborative activities.
- Working with primary source documents and/or authentic texts.

- Reflection in oral and/or written form that makes cross disciplinary connections and/or explores the relevance of course content to the wider world and students' personal lives.

Approved SS courses are located in the General Education section of the SLCC catalog.