

General Education – Core Area Requirements

3.2.1 Written Communication (6 credits): Students may satisfy this requirement by completing at least two institutionally-approved courses focused on the development of academic composition skills to serve as a foundation for continued writing experiences across the curriculum. Over the course of six credit hours, students will demonstrate skill with the following: (1) Context and Purpose for Writing-includes consideration of audience, purpose, and the circumstances surrounding the writing task(s); (2) Content Development-uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work; (3) Genre and Disciplinary Conventions-demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices; (4) Sources and Evidence-demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing; (5) Control of Syntax and Usage-uses language that skillfully communicates meaning to readers with clarity and fluency; and (6) Revision and Feedback-shapes texts through the process of revision and feedback. Traditionally, this requirement has been fulfilled by completion of (1) ENGL 1010 Introduction to Writing, and (2) ENGL 2010 Intermediate Writing or ENGL 2100 Technical Writing.

3.2.2. Quantitative Literacy (3-4 credits): Students may satisfy this 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. Approved courses will significantly focus on the following: (1) Interpretation-explain information presented in mathematical forms (e.g., equations, graphs, diagrams, and tables); (2) Representation-convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, and tables); (3) Calculation-demonstrate the ability to successfully complete basic calculations to solve problems; (4) Application/Analysis- make judgments and draw appropriate conclusions based on quantitative analysis of data, recognizing the limits of this analysis; (5) Assumption-make and evaluate important assumptions in estimation, modeling, and data analysis; (6) Communication-express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized); and (7) Creation-demonstrate the ability to problem solve using quantitative literacy across multiple disciplines. Traditionally, this requirement has been fulfilled by completion of MATH 1030 Quantitative Reasoning, MATH or STAT 1040 Statistics, MATH 1050 College Algebra, or other institutionally-approved courses.

3.2.3 American Institutions (3-6 credits): Consistent with Utah Code §53B-16- 103(1)(b), institutionally-approved courses in this core area shall have the following learning outcome: “A student shall demonstrate reasonable understanding of the history, principles, form of government, and economic system of the United States...” Approved courses will address the following: (1) Use of Primary Documents-analyze, contextualize, and use primary source documents to understand the history, principles, form of government, and economic system of the United States; (2) Interpretation- explain and use historically, politically, and economically relevant information; (3) Communication-communicate effectively about the history, principles, form of government, and economic system of the United States; (4) Diversity-engage a diversity of viewpoints in a constructive manner that contributes to a dialogue about the history, principles, form of government, and economic system of the United States; and (5) Integration-use historical, political, and economic methods to come to an understanding of the United States that integrates those viewpoints. This requirement may be fulfilled by a discrete course, a multidisciplinary integrated course, or multiple courses. Traditionally, this requirement has been fulfilled by completion of ECON 1740 Economic History of the United States, HIST 1700 American Civilization, HIST 2700 United States to 1877/HIST 2710 United States 1877 to Present, POLS 1100 American/US National Government, or other institutionally-approved courses.