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General Education Policy Proposals | Effective Fall 2026

First set of proposed policy revisions

Overview	**Guiding Principles** • General Education requirements should be the same across all undergraduate degrees. • A change of major should not lead to the "uncompletion" of a previously completed degree requirement. • Reduce the complexity of curriculum to better support students navigating their degree programs. **General Education Curriculum & Attributes** • Removes attributes as graduation requirement while strengthening their importance to the curriculum. • Codifies the 32-unit requirement for General Education. • Consolidates policies to assist students and others in understanding requirements. **Foundations Writing** • Updates the subject area from English to Writing to support students by request of the English Department and Writing Program. • Provides more options for transfer students with the inclusion of WRIT 305. • Reduces administrative burden by eliminating the transfer portfolio option while ensuring students earn academic credit for academic work. • Eliminates MCWA in support of Writing Across the Curriculum and to reduce non-course requirements for students. **Foundations Math** • Streamlines math foundations policy to create a single general education (GE) math requirement, agnostic of the major discipline. • Retains major-specific guidance on math requirements by having the specific math courses needed listed in the major and broadens the multiple use policy to allow the math course to satisfy in the major and general education. **General Education Curriculum Implementation Advisory Group** • Workgroup will be established by the Provost to identify implementation considerations and concerns; review implementation options and provide feedback; and ensure appropriate communication and coordination. **Future Considerations** • Second Language Foundations and Second Language Requirement for Bachelor of Arts Degrees • Substitutions for Approved General Education Courses • Credit by Exam		
Policy Sponsor	Greg Heileman, Vice Provost, Undergraduate Education		
Responsible Unit	Undergraduate Education | General Education	URL	https://undergraduate.arizona.edu/ | https://gened.arizona.edu/

Career Applicability	☒ Undergraduate ☐ Graduate ☐ Law ☐ Medicine ☐ Pharmacy ☐ Veterinary Medicine		
Approvals Granted *(for council use only)*	University-Wide GE Committee	Scheduled: 4/9/2025	Status: Approved 4/9/2025
	UGC Policies Subcommittee	Scheduled: 4/1/2025	Status: Approved via e-vote 4/14/2025
	Undergraduate Council	Scheduled: 4/15/2025	Status: Approved 4/15/2025
	Undergraduate CAAC	Scheduled: 4/22/2025	Status: Approved 4/22/2025
	Faculty Senate Executive Committee	Scheduled: 4/21/2025	Status:
	Faculty Senate	Scheduled: 5/5/2025	Status:
	Provost	Scheduled: 5/6/2025	Status:

Policy List & Proposed Actions

Policy	URL	Proposed Action
General Education Curriculum	https://catalog.arizona.edu/policy/program-graduation/general-education/curriculum	• Remove reference to attributes becoming graduation requirements effective Fall 2026 • Add table to organize all requirements • Codify 32-unit requirement
General Education Attributes	https://catalog.arizona.edu/policy/program-graduation/general-education/attributes	• Merge with General Education Curriculum policy • Remove attributes as graduation requirements
General Education Entry & Exit Courses	https://catalog.arizona.edu/policy/program-graduation/general-education/entry-exit	Inactivate policy; relocate information to OGE site
General Education Exploring Perspectives & Building Connections	https://catalog.arizona.edu/policy/program-graduation/general-education/exploring-perspectives-building-connections	Inactivate policy; relocate information to OGE site
General Education Signature Assignment	https://catalog.arizona.edu/policy/program-graduation/general-education/signature-assignment	Inactivate policy; relocate information to OGE site
General Education Foundations	https://catalog.arizona.edu/policy/program-graduation/general-education/foundations	• Combine separate foundations policies into overall policy
General Education Foundations - Mathematics Requirements	https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#mathematics-requirements	• Remove math strands, instead requiring all students to meet the former G strand requirement. Individual majors may require additional math coursework as a program requirement. • Remove ability to satisfy math foundations requirement with math placement • Remove references to physical addresses for offices

Policy	URL	Proposed Action

General Education Foundations - Writing Requirement	https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#writing-requirement1	• Remove references to MCWA and Writing Emphasis Attribute in Foundations policy
		• Streamline presentation of Foundations Writing course sequence options:
		  ○ Remove references to units associated with course options
		  ○ Update policy language to refer to Writing courses rather than ENGL subject prefix
		  ○ Add note that 101, 101A, and 102 course options in 3-course sequence are based on recommendation of the Writing Program
		• Add new 305 course as a 1-course option for transfer students and remove transfer portfolio

Mid-Career Writing Assessment (MCWA) (Policy Inactivation)	https://catalog.arizona.edu/policy/program-graduation/general-education/writing-assessment	• Inactivate policy
Undergraduate Multiple Use of Courses	https://catalog.arizona.edu/policy/program-graduation/student/multiple-use-courses	• Update language so any Foundations Math course taken can also apply to the major/minor/certificate
Writing Emphasis Course	https://catalog.arizona.edu/policy/program-graduation/general-education/writing-emphasis	• Remove requirement of two courses with the GE Writing attribute

General Education Core

General Education Curriculum

Policy	URL	Proposed Action
General Education Curriculum	https://catalog.arizona.edu/policy/program-graduation/general-education/curriculum	• Remove reference to attributes becoming graduation requirements effective Fall 2026 • Add table to organize all requirements • Codify 32 unit requirement

Policy Revision Side by Side

Additions in Green – Deletions in ~~Yellow~~

Existing Policy	Proposed Edit
General Education Curriculum *The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the* ***Fall 2021 General Education Curriculum policy****.* The University's General Education curriculum helps University of Arizona graduates attain fundamental skills and a broad base of knowledge to respond effectively to a complex world. All degree-seeking undergraduates must ~~satisfy the requirements of the UA General Education curriculum by~~ complet~~ing~~ the following series of courses:	**General Education Curriculum** *The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the* ***Fall 2021 General Education Curriculum policy****.* The University's General Education curriculum helps University of Arizona graduates attain fundamental skills and a broad base of knowledge to respond effectively to a complex world. **The Office of General Education** administers the University of Arizona's General Education Curriculum, in consultation with the University-Wide General Education Committee, which approves all courses that satisfy General Education requirements.

Existing Policy	Proposed Edit

1. **Foundations** - First-Year Writing (Composition), Mathematics, and Second Language courses
2. **Introduction to General Education** course - Introduces students to General Education, reflecting on learning, and developing an ePortfolio. Required for students admitted as first-year students; optional for all other students. ~~See policy on Entry/Exit Courses.~~ (1 unit)
3. **Exploring Perspectives** courses - Introduce students to four disciplinary domains. The emphasis is on ways of thinking, knowing, and doing in those disciplines. Students will choose at least one course from each domain (12 units minimum), including:
  ○ Artist
  ○ Humanist
  ○ Natural Scientist
  ○ Social Scientist
4. **Building Connections** courses - Bring together knowledge and modes of thinking from two or more disciplines and/or perspectives. Students will choose three courses (9 units minimum).
5. **GE Capstone** course - Facilitates student reflection on their General Education experience to complete their ePortfolio ~~in the GE Capstone course~~. Required for students admitted as first-year students; optional for all other students. ~~See policy on Entry/Exit Courses.~~ (1 unit)
 	
~~Beginning with Fall 2026 matriculants, students must choose their Exploring Perspectives and Building Connections courses to fulfill the following~~ **~~attribute requirements~~**:
	All degree-seeking undergraduates must complete a minimum of 32 units of General Education coursework, including the minimum requirements from each category specified below. Additional general education courses may be selected as needed to meet the overall minimum requirement.
	
	[illegible]

	Minimum Requirement	Details
Foundations Writing	3 units	Designated courses offered by the Writing Program. Courses teach strong writing skills and effective communication for academic success and professional growth.
Foundations Mathematics	3 units	Designated courses offered by the Mathematics or other academic department. Courses teach mathematical knowledge and quantitative reasoning.
Foundations Second Language	Varies	Second Language Requirement for Undergraduate Degrees.
Introduction to General Education	1 unit	Introduces students to General Education, reflecting on learning, and developing an

Existing Policy	Proposed Edit		
~~• Diversity and Equity Attribute - 2 courses~~ ~~• Quantitative Reasoning - 2 courses~~ ~~• World Cultures and Societies Attribute - 1 course~~ ~~• Writing Attribute - 2 courses~~ ~~All courses approved as general education courses in the current General Education program will continue to meet the same requirements for students finishing out the current program.~~ ~~**General Education policies pertaining to transfer students:**~~ ~~• **General Education Transfer Credit**~~ ~~**Your Specific Requirements:**~~ ~~To see the requirements specific to your major and degree program, consult the general **Academic Advisement Reports** or your personal Advisement Report in **UAccess Student**. Please direct questions to your **academic advisor**.~~ ~~**Office of General Education:**~~ ~~The **Office of General Education** administers the University of Arizona's General Education Curriculum.~~			ePortfolio. Required for students admitted as first-year students; optional for all other students.
	Exploring Perspectives	12 units *3 units per domain*	Introduce students to four disciplinary domains. The emphasis is on ways of thinking, knowing, and doing in those disciplines. Students will choose at least one course from each domain: • Artist • Humanist • Natural Scientist • Social Scientist
	Building Connections	9 units	Courses bring together knowledge and modes of thinking from two or more disciplines and/or perspectives.
	General Education Capstone	1 unit	Facilitates student reflection on their General Education experience to complete their ePortfolio. Required for students admitted as first-year students; optional for all other students.

Existing Policy	Proposed Edit
	General Education Attributes Exploring Perspectives and Building Connections courses enhance learning experiences so that faculty and students explore perspectives and build interdisciplinary connections to be prepared for meaningful engagement in a global context. Each General Education course focuses on one or more of the following: **Quantitative Reasoning** Classes will focus on generating, analyzing, and/or interpreting quantitative information, developing the ability to construct coherent arguments based on that information, and effectively communicating those arguments. **Diversity and Equity** Classes will focus on issues such as racism, classism, sexism, ableism, imperialism, colonialism, transphobia, xenophobia, and other structured inequities. It is our responsibility as Wildcats to promote greater social equity. **World Cultures and Societies** Classes focus on a broad array of questions that have shaped our global community both past and present,

Existing Policy	Proposed Edit
	promote understanding and respect for societies outside the United States, and explore our place in the world. **Writing** Founded on principles of Writing Across the Curriculum (**WAC**), courses promote engaged learning, critical thinking, and greater facility with written communication across rhetorical situations. Classes teach writing as a process and transfer writing practices to different genres of writing across academic disciplines.

General Education Attributes

Policy	URL	Proposed Action
General Education Attributes	https://catalog.arizona.edu/policy/program-graduation/general-education/attributes	• Merge with General Education Curriculum policy • Remove attributes as graduation requirements

Policy Revision Side by Side

Additions in Green – Deletions in ~~Yellow~~

Existing Policy	Proposed Edit
General Education Attributes ~~*The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the* ***Fall 2021 General Education Curriculum policy***~~. ~~**Attribute Requirement in General Education**~~ **Exploring Perspectives and Building Connections** courses ~~within General Education~~ enhance learning experiences so that faculty and students explore perspectives and build interdisciplinary connections to be prepared for meaningful engagement in a global context. ~~Integral to this goal are topical areas in which all students should be educated. These areas include: Diversity and Equity, Quantitative Reasoning, World Cultures and Societies, and Writing. Each of these areas, briefly defined below, is an attribute attached to Exploring Perspectives and Building Connections courses that fulfill the guidelines of the appropriate area and are defined as such in the general catalog of courses. More detailed guidelines of these attributes will be part of the General Education website and embedded in the course approval process.~~ **Diversity and Equity** ~~**Attribute**~~ Classes ~~with the Diversity and Equity Attribute~~ will focus on issues such as racism, classism, sexism, ableism, imperialism, colonialism, transphobia, xenophobia, and	**This section intentionally left blank; this policy to be inactivated & pertinent information will be incorporated in the General Education Curriculum policy.**

Existing Policy	Proposed Edit
other structured inequities. It is our responsibility as Wildcats to promote greater social equity. **Quantitative Reasoning** Classes ~~with the Quantitative Reasoning Attribute~~ will focus on generating, analyzing, and/or interpreting quantitative information, developing the ability to construct coherent arguments based on that information, and effectively communicating those arguments. ~~It is our responsibility as Wildcats to promote evidence-based reasoning and data literacy.~~ **World Cultures and Societies** Classes ~~with the World Cultures and Societies Attribute will~~ focus on a broad array of questions that have shaped our global community both past and present. ~~It is our responsibility as Wildcats to~~ promote understanding and respect for societies outside the United States and ~~to think critically about~~ our place in the world. **Writing ~~Attribute~~** ~~Writing mobilizes thinking and learning.~~ Founded on principles of Writing Across the Curriculum (**WAC**), ~~GE~~ courses ~~with the Writing Attribute~~ promote engaged learning, critical thinking, and greater facility with written communication across rhetorical situations. ~~While all GE courses should aim to incorporate writing in some way, the Writing Attribute designates courses that shift writing practices from implicit rules to explicit discussion of disciplinary writing expectations, sharing these common goals:~~	

Existing Policy	Proposed Edit
1. teach writing as a process ~~in course activities and assignments,~~ 2. ~~identify previous writing experiences and~~ transfer writing practices to different genres of writing across academic disciplines~~, and~~ ~~3. define various disciplinary or field-specific writing expectations.~~ ~~Beginning with Fall 2026 matriculants, students must choose their Exploring Perspectives and Building Connections courses to fulfill the following attribute requirements:~~ • ~~Diversity and Equity Attribute – 2 courses, with one focused on a U.S. context~~ • ~~Quantitative Reasoning Attribute – 2 courses~~ • ~~World Cultures and Societies Attribute – 1 course~~ ~~Writing Attribute - 2 courses~~	

General Education Entry & Exit Courses

Policy	URL	Proposed Action
General Education Entry & Exit Courses	https://catalog.arizona.edu/policy/program-graduation/general-education/entry-exit	Inactivate policy; relocate information to OGE site

Policy Revision Side by Side

Additions in Green – Deletions in ~~Yellow~~

Existing Policy	Proposed Edit
~~**General Education Entry & Exit Courses**~~ ~~*The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the* **Fall 2021 General Education Curriculum policy**.~~ ~~New students who are classified as first-year students at the point of admission will be required to take UNIV 101 as their entry course and UNIV 301 as their exit course for General Education.~~ ~~**UNIV 101:** Introduction to the General Education Experience. A 1-unit course, required for new first-year students, providing an introduction to and a foundation for the General Education experience at the University of Arizona.~~ ~~**UNIV 301:** General Education Portfolio. A new 1-unit course designed to help students reflect upon and make meaning of the General Education experience through the refinement of their ePortfolio.~~ ~~All other new UArizona students (including transfer and readmitted students) will have the option of taking either or both of these courses but will not be required to complete them for graduation provided that they still complete the minimum number of units of general education coursework required by ABOR policy.~~	**This section intentionally left blank; this policy to be inactivated as it duplicates information already in the General Education Curriculum policy.**

General Education Exploring Perspectives & Building Course

Policy	URL	Proposed Action
General Education Exploring Perspectives & Building Connections	https://catalog.arizona.edu/policy/program-graduation/general-education/exploring-perspectives-building-connections	Inactivate policy; relocate information to OGE site

Policy Revision Side by Side

Additions in Green – Deletions in ~~Yellow~~

Existing Policy	Proposed Edit
~~**General Education Exploring Perspectives & Building Connections**~~ ~~*The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the* **Fall 2021 General Education Curriculum policy**.~~ ~~**Exploring Perspectives and Building Connections**~~ ~~The two categories of classes are not meant to be hierarchical; rather, they are complementary. Students can take Exploring Perspectives and Building Connections courses in any order; however, it is recommended that 100-200 level courses be completed before 300-400 level courses. All Exploring Perspectives and Building Connections courses will also have 1-2 attributes attached to them. For a complete description of the attributes in the General Education curriculum, please see the **General Education Attribute Policy**.~~ ~~**Exploring Perspectives**~~	**This section intentionally left blank; this policy to be inactivated as it duplicates information already in the General Education Curriculum policy.**

Existing Policy	Proposed Edit
~~In Exploring Perspectives courses, students will explore and practice the varied approaches (ways of questioning/thinking/reasoning/doing) of the artist, humanist, natural scientist, and social scientist. The focus will be on immersing students in the perspectives of people working within the disciplines of the arts, humanities, natural sciences, and social sciences. This includes exploring the ways in which they form questions and ideas, the methodologies and techniques they use, and how they create knowledge and/or works, while also highlighting the diversity of people and approaches that are integral to these disciplines.~~ ~~Students will:~~ ~~• Choose one course from each of the four focus areas (12 units minimum):~~ ~~○ Artist~~ ~~○ Humanist~~ ~~○ Natural Scientist~~ ~~○ Social Scientist~~ ~~**Building Connections**~~ ~~In Building Connections courses, students will practice interdisciplinarity and multi-perspective taking. They will understand the value in bringing multiple perspectives and disciplinary approaches to bear on questions, issues, ideas, and potential solutions. Connecting various perspectives will enhance conceptual thinking, problem solving, innovative design, critical analysis, evaluation of ideas, and creation of knowledge/products.~~ ~~Students will:~~ ~~• Choose three courses (9 units minimum)~~	

General Education Signature Assignment

Policy	URL	Proposed Action
General Education Signature Assignment	https://catalog.arizona.edu/policy/program-graduation/general-education/signature-assignment	Inactivate policy; relocate information to OGE site

Policy Revision Side by Side

Additions in Green – Deletions in ~~Yellow~~

Existing Policy	Proposed Edit
~~**General Education Signature Assignment**~~ ~~*The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. Students who matriculated in Fall 2021 or prior should consult the* **Fall 2021 General Education Curriculum policy**.~~ ~~All **Exploring Perspectives & Building Connections** courses are required to have at least one signature assignment. The purpose of a signature assignment is to create an opportunity for students to engage with and address relevant Exploring Perspectives, Building Connections, and Attribute learning outcomes. Signature assignments will be included in students' ePortfolios and will encourage students to engage subject matter in meaningful ways such that students can find academic, professional, and/or personal relevance. Examples of signature assignments include, but are not limited to, reflections (written, oral, artistic, multimedia); presentations (oral, visual, musical, artistic); compositions; research projects; lab reports; service learning projects; social, economic, or environmental~~	**This section intentionally left blank; this policy to be inactivated as it duplicates information already available on the General Education website.**

Existing Policy	Proposed Edit
~~justice projects; and creative endeavors (artistic, design, technological, problem solving).~~	

General Education Foundations

General Education Foundations

Policy	URL	Proposed Action
General Education Foundations	https://catalog.arizona.edu/policy/program-graduation/general-education/foundations	• Combine separate foundations policies into overall policy

Policy Revision Side by Side

Additions in Green – Deletions in ~~Yellow~~

Existing Policy	Proposed Edit
General Education Foundations The Foundations component of the General Education Curriculum builds competency in writing, mathematics, and second language skills that can be further developed in General Education courses, and in the major and minor. **Requirements:** • **Mathematics Requirements** • **Second Language Requirement ~~for Undergraduate Degrees~~** • **Writing Requirement.** Additional writing requirements ~~include the **Mid-Career Writing Assessment (MCWA)** and~~ **Writing Emphasis Courses**. ~~Foundation course requirements vary depending upon which academic program you select. To see the requirements and courses specific to your major and degree program, consult the general **Academic Advisement Reports** or your personal Advisement Report in **UAccess Student**. Please direct questions to your **academic advisor**.~~	**General Education Foundations** The Foundations component of the General Education Curriculum builds competency in writing, mathematics, and second language skills that can be further developed in General Education courses, and in the major and minor. All courses that satisfy foundations requirements are approved by the University-Wide General Education Committee after consultation of the academic discipline. **Mathematics Requirement** All students, as part of their General Education requirements, are expected to demonstrate mathematical knowledge and quantitative reasoning. Students must complete one approved course of 3 units or more denoted in the course catalog as satisfying Foundations Mathematics. Additional mathematics courses may be required in a student's program of study or as prerequisite requirements for coursework. Students should consult with their major **advisor** before selecting a general education mathematics course. **Writing Requirement** The General Education Writing Requirement ensures that all University of Arizona students develop strong writing skills. Effective communication is essential for academic success and professional growth. To fulfill this requirement, students complete designated writing courses as offered by the Writing Program.

Existing Policy	Proposed Edit
	The University Writing Requirement also includes the completion of at least one **Writing Emphasis Course** in the major. **Writing Course Options** The course sequence required is determined by the Foundations Writing Evaluation (link). **Two course sequence** 1. Writing 101 or 101A or 107 2. Writing 102 or 108 **One course** 1. Writing 109H* or Writing 305 * a grade of C or higher is required in Writing 109H to satisfy the requirement with this course. **Three course sequence** 1. Writing 106 2. Writing 107** 3. Writing 108** **upon recommendation of the Writing Program students who complete Writing 106 may take: • Writing 101 or 101A instead of Writing 107 • Writing 102 instead of Writing 108 **Second Language Requirement for Undergraduate Degrees** Students are also required to complete the Second Language Requirement for Undergraduate Degrees.

Mathematics Requirement

Policy	URL	Proposed Action
Mathematics Requirements	https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#mathematics-requirements	• Remove math strands, instead requiring all students to meet at minimum the former G strand requirement. Individual programs may require additional math coursework as a major requirement. • Remove ability to satisfy math requirement with math placement • Remove reference to physical addresses

Policy Revision Side by Side

Additions in Green – Deletions in ~~Yellow~~

Existing Policy	Proposed Edit
Mathematics Requirements ~~**Mathematics Placement Test:**~~ ~~Registration in all MATH courses below MATH 129, as well as MATH 163, MATH 263, and MATH 302A, may require students to take the UA Mathematics Placement Test. Test scores are valid for one year. This requirement includes transfer students with or without mathematics credit and students with credit by examination, such as Advanced Placement (AP), CLEP, or International Baccalaureate (IB).~~ ~~Eligibility rules and testing information may be found on the **Math Placement Homepage**.~~	**This section intentionally left blank; this policy to be inactivated & pertinent information will be incorporated in the General Education Foundations policy.**

Existing Policy	Proposed Edit
~~Foundations~~ Mathematics Requirement: All students, as part of their ~~Foundations~~ requirements, are expected to demonstrate mathematical knowledge and quantitative reasoning ~~by~~ completing one ~~of the following~~ 3-unit course~~s~~ ~~or by achieving a minimum math placement code as stated below~~: • ~~earning credit for LING 123, (Introduction to Mathematical Approaches to Language), or MATH 105 (Mathematics in Modern Society), or PHIL 110 (Logic and Critical Thinking) check prerequisites, such as a minimum math placement code (see the chart provided on the **Math Placement Homepage**); or~~ • ~~earning credit for any 3-unit (or more) mathematics course numbered above Math 105, provided that the student has placed at the level required for the course (see the chart provided on the **Math Placement Homepage**); or~~ • ~~achieving a math placement code equivalent to that of students who have completed University of Arizona College Algebra by the end of the student's first semester at the University (see the chart provided on the **Math Placement Homepage**, as well as **Proficiency and Exemption Exam Procedures and General Regulations**). [Note: the placement code is determined by the catalog and math placement regulations in effect when an exam is taken.] If the Math Placement Test is used for this purpose, the test must be proctored per Math Department guidelines, which~~	

Existing Policy	Proposed Edit
may be found on the **Math Placement Homepage**. Beyond this general minimum, however, the appropriate course for an individual student will depend on the student's major and the corresponding math strand appropriate to that major. **Math Strands:** Entry-level mathematics students should choose one of three strands according to their interests, preparation, and intended major. All strands presume that students will have completed the high school math required for entry to the University. • **G-Strand** (General Knowledge) -- This strand involves the general understanding and appreciation of how mathematics is used to solve problems in everyday life. The G-strand does not prepare a student for any further work grounded in mathematics and assumes the student will not proceed beyond the basic Foundations level noted above. Thus only those students whose major requires the most general knowledge of mathematics should take this strand. The options to satisfy this strand are: 1. earning credit for LING 123 (Introduction to Mathematical Approaches to Language), or MATH 105 (Mathematics in Modern Society), or PHIL 110 (Logic and Critical Thinking), or PSY 230 (Psychological Measurement and Statistics) check prerequisites, such as a minimum math placement code (see the	

Existing Policy	Proposed Edit
~~chart provided on the **Math Placement Homepage**); or~~ ~~2. earning credit for any 3-unit (or more) mathematics course numbered above Math 105, provided that the student has placed at the level required for the course (see the chart provided on the **Math Placement Homepage**); or~~ ~~3. achieving a math placement code equivalent to that of students who have completed UA College Algebra by the end of the student's first semester at the UA (see the chart provided on the **Math Placement Homepage**, as well as **Proficiency and Exemption Exam Procedures and General Regulations**). [Note: *the placement code is determined by the catalog and math placement regulations in effect when an exam is taken*.] If the Math Placement Test is used for this purpose, the test must be proctored per Math Department guidelines, which may be found on the **Math Placement Homepage**.~~ ~~• **M-Strand** (Moderate Knowledge) – The M-strand is for students who require mathematical facility at the level of at least MATH 112 (College Algebra Concepts) or 108 (Modeling with Algebraic and Trigonometric Functions). This strand involves reasonable facility with algebra and algebraic functions, graphs, and simple modeling. Students who choose the M-strand are prepared for further mathematical work. This work may include MATH 107 (Exploring and Understanding Data), MATH~~	

Existing Policy	Proposed Edit
~~113 (Elements of Calculus), MATH 116 (Calculus Concepts for Business), MATH 119A (Mathematics of Biological Systems: A Calculus Based Approach), or a statistics class from outside the Mathematics Department, such as ISTA 116 (Statistical Foundations for the Information Age) or SBS 200 (Statistics for the Social Sciences).~~ • ~~**S-Strand** (Substantial Knowledge) -- This strand involves skill and facility with calculus. The S-strand begins at one of two calculus options - MATH 122A/B (Functions for Calculus and First-Semester Calculus) or MATH 125 (Calculus I). Students who successfully complete the S-strand may continue on to MATH 129 (Calculus II), MATH 223 (Vector Calculus), or beyond. Those who choose but are not ready to begin the S-strand will be required to take preparatory work.~~ ~~Each major indicates the mathematics strand, or specific course from a strand, that is most appropriate for its students. It is important to note that each strand provides a different level of mathematical training, but students can satisfy the mathematics requirement in their major by completing a more advanced mathematics course. Because the S-strand presumes the M-strand and the M-strand presumes the G-strand, students will have the most flexibility in their major choice by aiming for the S-strand. A student who chooses to meet the general education mathematics requirement with the G-strand will have the most restricted set of major choices.~~ ~~**Please direct all Math Placement questions to the Department of Mathematics:**~~	

Existing Policy	Proposed Edit
~~Department of Mathematics~~ ~~Math Placement Coordinator~~ ~~Mathematics Building, 108~~ ~~617 North Santa Rita~~ ~~Phone: (520) 621-6892~~ ~~Fax: (520) 621-8322~~ ~~Email: **placement@math.arizona.edu**~~ ~~Web: **Math Placement Homepage**~~ ~~Web: **Department Homepage**~~	

Writing

Writing Requirement

Policy	URL	Proposed Action

Writing Requirement	https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#writing-requirement1	• Remove references to MCWA and Writing Emphasis Attribute in Foundations policy.
		• Streamline presentation of Foundations Writing course sequence options:
		  ○ Remove references to units associated with course options
		  ○ Update policy language to refer to Writing courses rather than ENGL subject prefix
		  ○ Add note that 101, 101A, and 102 course options in 3-course sequence are based on recommendation of the Writing Program
		• Add new 305 course as a 1-course option for transfer students and remove transfer portfolio

Existing Policy	Proposed Edit

Writing Requirement
 	
~~**Students must complete one of four strands depending upon placement.** Placement in writing courses is based on the student's high school record and standardized test scores, including the ACT1 English or the RSAT1 Verbal standardized test scores.~~
 	
1. A three-course ~~(9 credits)~~ sequence ~~in three semesters of~~:
  ○ ~~English~~ 106 ~~(for ESL writers), English~~ 107 ~~(ESL equivalent) or English~~ 101, ~~and English~~ 108 ~~(the ESL equivalent) or English~~ 102
2. A two-course ~~(7 credits)~~ sequence ~~in two semesters of~~:
  ○ ~~English~~ 101A ~~(4 credits)~~ and ~~English~~ 102
~~3. A two-course (6 credits) sequence in two semesters of:~~
  ~~○ English 101 and English 102 or~~
  ~~○ English 107 and English 108 (the ESL equivalents)~~
4. One course ~~(3 credits) with honors placement~~:
  ○ ~~English~~ 109H – a grade of C or higher is required to satisfy the requirement with this course. (~~Note: a grade of D necessitates a repeat of English 109H or completion of English 102 to fulfill the requirement.)~~
	This section intentionally left blank; this policy to be inactivated & pertinent information will be incorporated in the General Education Foundations policy.

Existing Policy	Proposed Edit
~~**Transfer students who have at least 56 transfer credits are eligible for the Transfer Portfolio option**. Students must (1) submit the portfolio within two semesters of transferring to the University of Arizona (including summer sessions), and (2) attend a portfolio information session or make an appointment to speak with the Writing Program Transfer and Placement Coordinator. The Coordinator may be contacted at **Writing Placement,** or at 520-621-3553. For more information about the Transfer Portfolio, see the **Writing Program Website**.~~ ~~**NOTE:** Students who have earned a previous bachelor's or master's degree from an accredited U.S. institution have satisfied the Writing requirement; they do not need to submit a portfolio.~~ The University Writing Requirement~~s~~ also include ~~the Mid-Career Writing Assessment (MCWA), which takes place after students have completed 40 units and have been admitted to their major degree program, as well as~~ the completion of at least one **Writing Emphasis Course** in the major.	

Mid-Career Writing Assessment (MCWA)

Policy	URL	Proposed Action
Mid-Career Writing Assessment (MCWA) (Policy Inactivation)	https://catalog.arizona.edu/policy/program-graduation/general-education/writing-assessment	Inactivate policy

Existing Policy	Proposed Edit
~~**Mid-Career Writing Assessment (MCWA)**~~ ~~Every undergraduate degree program requires satisfaction of the Mid-Career Writing Assessment (MCWA). The MCWA is based on students' performance in their second semester English composition course. A grade of A or B in one of the following courses will satisfy this University writing proficiency requirement:~~ • ~~English 102 or~~ • ~~English 108 (for ESL students) or~~ • ~~English 109H (for Honors students)~~ ~~Transfer courses in composition are evaluated by the First-Year Writing Program Transfer and Placement Coordinator.~~ ~~Once students have completed 40 units toward their degrees and have been admitted to their major degree program, their academic records are reviewed. Students earning less than a B grade in their second semester composition course must take one or more additional steps to improve their composition skills so they can meet the writing standards of their major department. Students are responsible for providing evidence that they have completed these additional steps, or their academic records will not reflect completion of this graduation requirement. Depending on the department's requirements, this evidence might be, for example, an attendance sheet from a workshop series offered by the Writing Center, writing samples revised as part of the Writing Skills Improvement Program, or a polished portfolio of papers written for certain Tier One General Education courses. Once the department has verified that the MCWA requirement has been satisfied, the major advisor notifies the college dean's office that the student has met the department's requirement. Your Student~~	**This section intentionally left blank; this policy to be inactivated.**

Existing Policy	Proposed Edit
~~Academic Advisement Report (SAAR) will display the Mid-Career Writing Assessment as a degree requirement.~~ ~~Procedures for students earning less than a B in their second semester composition course:~~ • ~~If you have declared a major: you should contact your department or college advisor for your major for instructions on how to satisfy the MCWA for that department. Your advisor will explain what the department expects its majors to do and will give you a reasonable deadline in which to accomplish it.~~ • ~~If you change your major: after meeting the MCWA requirement for one department, be aware that you may need to take additional steps to satisfy the proficiency requirement for the department of your new major. Contact the advisor in your new major for instructions on completing the MCWA for that department.~~ • ~~If you have not yet declared a major OR are in the pre-professional phase of your program (e.g., pre-education, pre-nursing): you should NOT contact your department or college advisor until you have declared a major or are admitted to the professional phase of your program. Prior to declaring a major or while in the pre-professional phase, you may want to strengthen your writing skills through the Writing Center or Writing Skills Improvement Program so that you are better prepared when you are admitted to your major.~~ • ~~If you have a double major OR concurrent degree programs: you should contact the department advisor of your primary major or primary degree program on how to fulfill the MCWA. While you will need to complete any major-specific writing requirements for both of your degree programs, you will satisfy the University-level writing proficiency when you meet the standards established by your primary major.~~	

Existing Policy	Proposed Edit
• ~~If you have previously earned a bachelor's degree from an accredited American institution: your advisor for your current major will determine if you have satisfied the Mid-Career Writing Assessment.~~ ~~Please direct questions to your department or college advisor.~~	

Supporting Policies

Undergraduate Multiple Use of Courses

Policy	URL	Proposed Action
Undergraduate Multiple Use of Courses	https://catalog.arizona.edu/policy/program-graduation/student/multiple-use-courses	• Update language so any Foundations Math foundations course taken can also apply to the major/pre-major/minor/certificate.

Policy Revision Side by Side

Additions in Green – Deletions in ~~Yellow~~

Existing Policy	Proposed Edit
Undergraduate Multiple Use of Courses The use of courses to satisfy more than one requirement in the student's degree program (e.g., fulfilling a major, pre-major, minor, certificate, and/or General Education requirement) is subject to University General Education, college, and department policies on the multiple use of a course. See the General Education policy below. Check with your major AND minor advisors for clarification on the multiple use of any courses within your primary and secondary degree program and the multiple use of any courses between two degree programs. **Multiple Use of General Education Courses** The following coursework may be used to fulfill General Education Foundations requirements while simultaneously fulfilling requirements in a major, pre-	**Undergraduate Multiple Use of Courses** The use of courses to satisfy more than one requirement in the student's degree program (e.g., fulfilling a major, pre-major, minor, certificate, and/or General Education requirement) is subject to University General Education, college, and department policies on the multiple use of a course. See the General Education policy below. Check with your major AND minor advisors for clarification on the multiple use of any courses within your primary and secondary degree program and the multiple use of any courses between two degree programs. **Multiple Use of General Education Courses** The following coursework may be used to fulfill General Education Foundations requirements while simultaneously fulfilling requirements in a major, pre-

Existing Policy	Proposed Edit
major, minor, and/or certificate (see **Undergraduate Certificates** for additional information): • Any Math or statistics course at or above the level of Calculus I (MATH 113, 122A/B, or 125) may also apply to a major, pre-major, minor, and/or certificate. • The two higher level courses taken to satisfy the fourth-semester skill level of the Second Language requirement for a B.A. degree may also apply to a major, pre-major, minor, and/or certificate (see **Courses Excluded from the Minor**). Up to 3 courses may count to fulfill General Education Exploring Perspectives or Building Connections requirements as well as major, pre-major, minor, and/or certificate requirements. Students should check with their major and minor **academic advisors** for clarification on the multiple use of any courses within their primary and secondary majors or minors as well as between two degree programs.	major, minor, and/or certificate (see **Undergraduate Certificates** for additional information): • Any course used to satisfy General Education Foundations Mathematics may also apply to a major, pre-major, minor, and/or certificate. • The two higher level courses taken to satisfy the fourth-semester skill level of the Second Language requirement for a B.A. degree may also apply to a major, pre-major, minor, and/or certificate (see **Courses Excluded from the Minor**). • Up to 3 courses may count to fulfill General Education Exploring Perspectives or Building Connections requirements as well as major, pre-major, minor, and/or certificate requirements. Students should check with their major and minor **academic advisors** for clarification on the multiple use of any courses within their primary and secondary majors or minors as well as between two degree programs.

Writing Emphasis Course

Policy	URL	Proposed Action
Writing Emphasis Course	https://catalog.arizona.edu/policy/program-graduation/general-education/writing-emphasis	Remove requirement of two courses with the Writing attribute

Existing Policy	Proposed Edit
Writing Emphasis Course *The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. For students who matriculated in Fall 2021 or prior, please see the **Fall 2021 Writing Emphasis policy**.* Every undergraduate student must complete: • ~~two General Education **Writing Attribute** courses, and~~ • at least one **regular junior or senior-level upper-division** course in their degree program that has a Writing Emphasis. Writing emphasis courses assign writing as a tool for learning and promote writing development. In a Writing Emphasis course, at least 60% of the course grade must be based on written work. Such courses are identified with the phrase "Writing Emphasis Course" in the **course description** listed in the Catalog.	**Writing Emphasis Course** *The General Education curriculum described below applies to all students who matriculate in Spring 2022 or beyond. For students who matriculated in Fall 2021 or prior, please see the **Fall 2021 Writing Emphasis policy**.* Every undergraduate student must complete at least one **regular junior or senior-level upper-division** course in their degree program that has a Writing Emphasis. Writing emphasis courses assign writing as a tool for learning and promote writing development. In a Writing Emphasis course, at least 60% of the course grade must be based on written work. Such courses are identified with the phrase "Writing Emphasis Course" in the **course description** listed in the Catalog.