CLCK Advisory Group – General Education Policy Implementation Issues & Supplemental Documentation

This document supplements the proposed revisions to the University of Arizona's General Education (GenEd) policy related to Civic Learning and Civic Knowledge (CLCK). It captures the recommendations from the CLCK Advisory Group, which consists of faculty, advisors, staff and administrators from across campus, as the revised policy moves through the shared governance process.

The revised policy introduces the following key changes:

Establishes a new Civic Institutions (CI) curricular category, classified as a breadth requirement, covering all seven areas mandated by the Arizona Board of Regents (ABOR). This addition replaces one existing Building Connections course, and will appear as its own line requirement on Student Academic Advisement Reports

Creates a new Civic Inquiry Attribute to enable a broader range of disciplines to engage with one or more of the seven ABOR civic areas in meaningful ways. This provides students opportunities to explore CLCK topics from diverse perspectives.

Updates UNIV 101 and UNIV 301 to include CLCK content, resulting in a fully scaffolded implementation across the GenEd curriculum.

CLCK Advisory Group Recommendations

Civic Inquiry Attribute

The Civic Inquiry Attribute, like other GenEd Attributes, should be actively maintained and monitored by the Office of General Education, but it is not a graduation requirement.

Any Exploring Perspectives (EP) or Building Connections (BC) course may include the Civic Inquiry Attribute, pending approval by the University-Wide General Education Committee (UWGEC).

Gen Ed courses should continue to be limited to a maximum of two GenEd Attributes.

A Civic Institutions course may not carry the Civic Inquiry Attribute.

[1] Policy such as credit by exam will need to be carefully considered as part of the implementation process. For example: https://catalog.arizona.edu/policy/courses-credit/credit/credit-exam#advanced-placement-ap-program.

UNIV Course Updates

The Office of General Education, specifically the UNIV Course Directors and UNIV faculty, will create a plan to integrate CLCK content into UNIV 101 and 301, with input and feedback invited from the CLCK advisory group, supporting scaffolded student learning from introductory through advanced GenEd experiences.

Credit by Exam and Transfer Pathways

- Careful attention will be paid to ensuring that adequate transfer and credit by exam pathways are created for students who have taken equivalent college-level course work in Civic Institutions at other institutions or recognized credit by exam options (AP, CLEP, IB, etc.) in such subjects as American Government and U.S. History. Whenever possible, UA courses that are judged to be course equivalents to these exams, or commonly taught transfer courses, should be revised appropriately to fit the expectations for approval in the Civic Institutions category so that students have a straightforward pathway to receive credit for college-level work already completed that matches this area. We will also examine during implementation whether or not we may need to consider any changes or additions to the Undergraduate Transfer Credit policy in order to address the criteria for advisors to follow for transfer courses in Civic Institutions that are not directly articulated.
- While Credit by Exam and Transfer Pathways discussions traditionally do not have an immediate effect on policy, they are a significant part of conversations around CLCK implementation and rollout[1].

Streamlined Course Migration

Processes should be simplified and prioritized for:

Existing courses that fulfill the Civic Institutions category.

· Courses seeking to adopt or replace an Attribute with the Civic Inquiry Attribute

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Course Development Support

The Office of General Education (OGE) and UWGEC will explore ways that faculty across campus interested in developing or modifying courses to fit the Civic Institutions category or to include a Civic Inquiry attribute could receive support, including but not limited to instructional design support from OGE but also potentially including advocating for central or college-level course development support, in order to ensure both quality and quantity of course enrollment options in these areas.

Learning Outcome and Course Review Guidance

The CLCK advisory group will collaborate with the Office of General Education and UWGEC to refine a student learning outcome for Civic Institutions courses that is aligned with ABOR American Institutions policy but also practicable for reviewing and approving courses for this area of study, as well as specific learning outcomes for each of the seven depth attribute possibilities. Draft versions of the latter were developed already by the Civic Education faculty task force in 2022-23, and will be adapted to incorporate feedback received since then, including the potential for courses that include international comparisons, Native American/Indigenous institutions, and the study of historical and contemporary examples of civic action and participation.

In addition, materials for guiding the development of course proposals will be developed by the Office of General Education in collaboration with UWGEC and the CLCK advisory group that are built around these student learning outcomes, and which can be used in the D2L Quick Start for proposers/instructors, as well as to provide guidance for course review at UWGEC, similar to the resources and handouts that already exist for other attributes and categories of the GE curriculum.

Projection of Sufficient Course Capacity and Budget Impact

It will be important that the availability of courses in the Civic Institutions category and that have the Civic Inquiry depth attribute is carefully monitored, in order to ensure a sufficient number of course options and seats for enrollment as the new curriculum is rolled out. In collaboration with the CLCK advisory group and UWGEC, coordination will occur as needed with academic units that have indicated an interest in offering these courses to remedy any shortfalls in enrollment availability, in varying modalities (in

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person, online, etc.) and to make sure that a sufficient range of options are available to allow students agency in choosing course options in these areas that best connect to their interests and intellectual curiosity. To the extent that the details of a new budget model may be known, and as these models dynamically shift over time, this will also include efforts to ensure that adequate support for instructional staffing is provided and that faculty and academic units are incentivized to scale up sufficient capacity to offer these courses.

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