Refreshed General Education Curriculum

UNIV 101

(1 unit)

FOUNDATIONS

- Writing (6 units)
- Math (3 units)
- Second Language (varies)

EXPLORING PERSPECTIVES

- EP: Artist (3 units)
- EP: Humanist (3 units)
- EP: Natural Scientist (3 units)
- EP: Social Scientist (3 units)

BUILDING CONNECTIONS

- BC course (3 units)
- BC course (3 units)
- BC course (3 units)

UNIV 301

(1 unit)

ATTRIBUTES

- ■ DE
- ▲ QR
- ● WCS
- ◆ Wri

A Closer Look at Attributes

DIVERSITY & EQUITY (DE)*

*To align with Arizona Board of Regents' (ABOR) policy, the name of the Diversity & Equity attribute will be changed.

QUANTITATIVE REASONING (QR)

WORLD CULTURES & SOCIETIES (WCS)

WRITING (WRI)

CIVIC INQUIRY (CI)**

**A proposed attribute that would be associated with the "Depth / Breadth" Civic Learning policy proposal (see slides 10-11)

Civic Learning

Current scenario:

The U of A general education curriculum must fulfill the policy obligations of 2.210, including the “American Institutions” requirement. Beginning in 2024, the Civic Learning / Civic Knowledge (CLCK) Advisory Group met to discuss policy ideas and way of implementing the American Institutions requirement in the “Refreshed” curriculum. The Breadth / Depth model appearing here was consistently the most-popular model in CLCK conversations because it satisfies the “American Institutions” requirements while also opening civic education to a wider number of departments.

Breadth / Depth Civics Policy Proposal

EXPLORING PERSPECTIVES

- EP: Artist (3 units)
- EP: Humanist (3 units)
- EP: Natural Scientist (3 units)
- EP: Social Scientist (3 units)

BUILDING CONNECTIONS

- BC course (3 units)
- BC course (3 units)
- ~~BC course (3 units)~~

CIVIC INSTITUTIONS

- **CI course (3 units)**

ATTRIBUTES

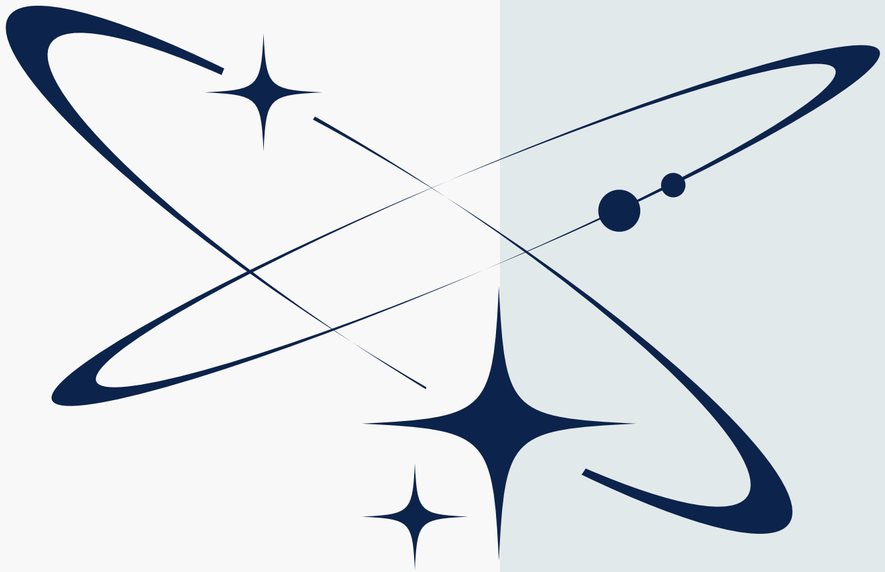
DE QR WCS Wri CI

Attributes

Current scenario:

Attributes modify and focus the learning of an Exploring Perspectives (EP) or Building Connections (BC) course. EP and BC courses are modified with 1 or 2 Attributes. Originally, the Refresh curriculum required a particular arrangement of Attributes for students to graduate.

In Spring 2025, faculty governance voted to remove Attributes from graduation requirements; though students are no longer required to complete certain types of Attributes for graduation, Attributes remain an essential way that instructors design their courses and that the U of A assesses general education learning.



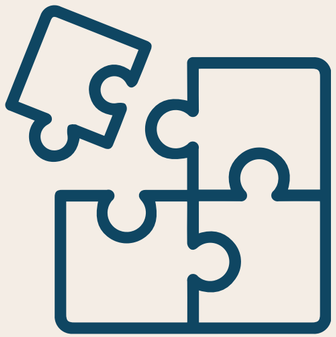
Attributes Policy Goal

The goal of the Attributes policy is to move activities that are more properly **conventions** (i.e., Student Learning Outcomes, the spirit and purpose behind a curricular element, naming conventions, etc.) out of policy so that students will be less confused by graduation requirements.

Policies vs. Conventions

Policies

- Graduation requirements;
- Student-facing;
- Clear and elegant phrasing that avoids jargon.



Conventions

- Matters of curriculum and faculty expertise;
- Faculty-facing;
- More specialized language.

Example: Quantitative Reasoning Attribute

Current Policy Language

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.

Proposed Changes

- **Formally**: Remove from published U of A general education policies (no longer a graduation requirement);
- **Informally**: Bring the learning outcomes statement ("Classes with…") and the values statement ("It is our responsibility…") into the conventions of faculty governance discussions (UWGEC, UGC, Faculty Senate) and in the course content of UNIV 101 and 301.