



General Education

Policies

Fall 2025



Table of Contents

- U of A Degree (3)
- General Education Curriculum (4)
- Guiding Principles (5)
- Relevant Documents (6)
- Policy Groups
 - Second Language (8-9)
 - Civic Learning (10-11)
 - Attributes (12-15)
 - Credit by Exam & Substitutions (16-17)



Guiding Principles



Uniformity

General education requirements should be the same for all U of A majors.



Completeness

A change in a student's major should not “uncomplete” a previously completed requirement.



Clarity

Reduce the complexity of general education policies to clearly articulate graduation requirements for students.

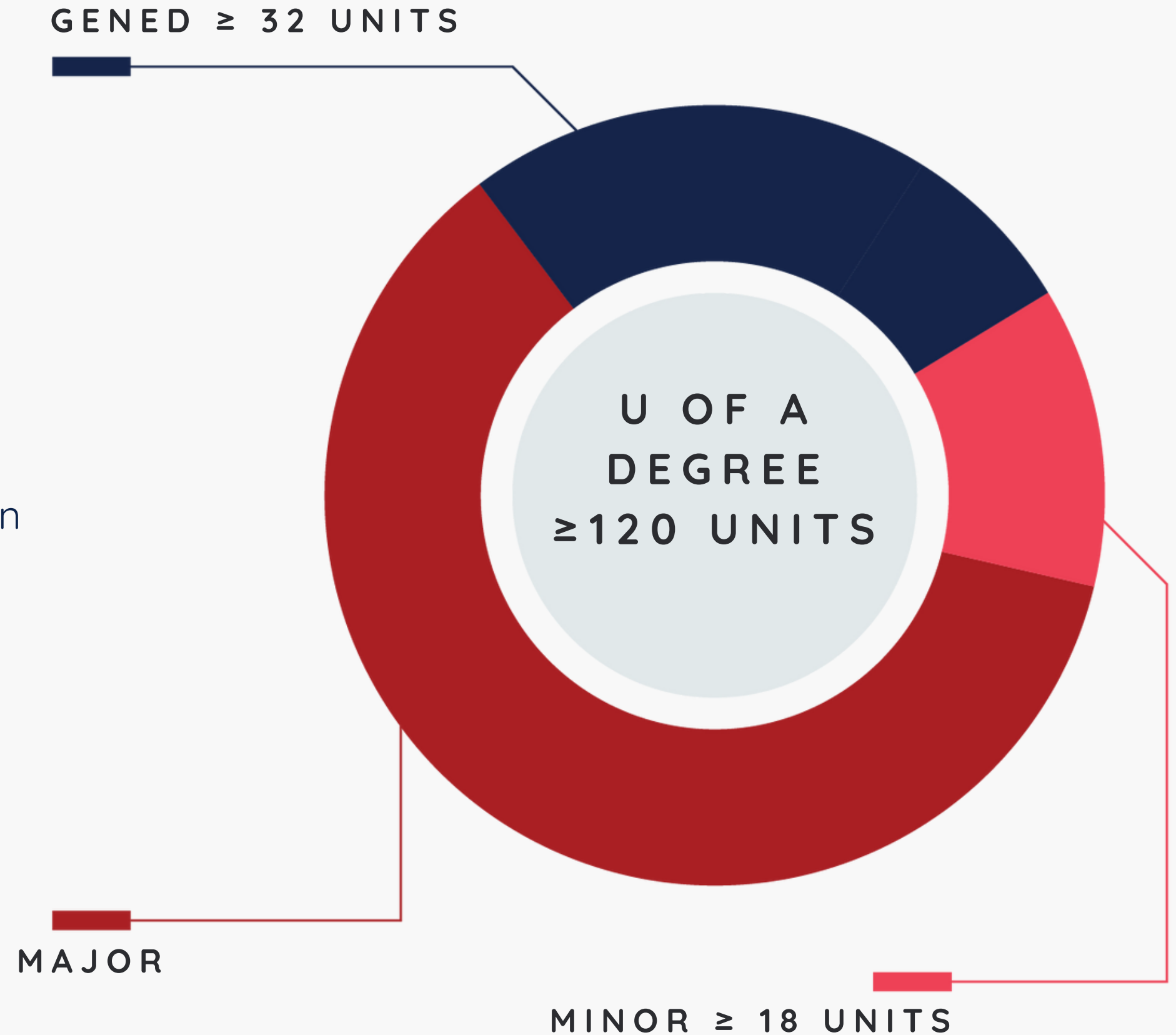


U of A Degree

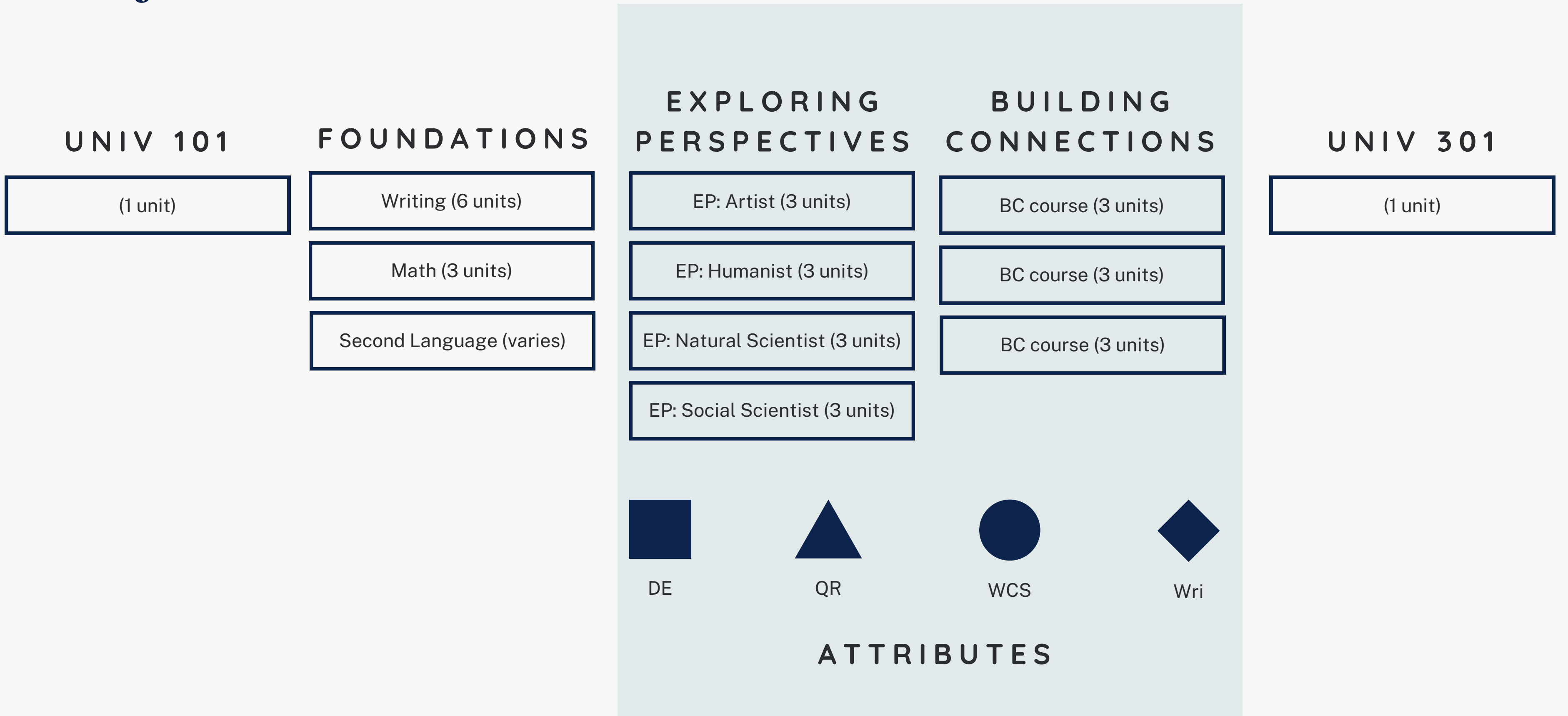


General Education & Foundations (Blue)

The Refreshed general education curriculum is 32 units. Foundations (Math, Writing, and Second Language) courses are a part of a student's general education requirements and are included in the 32 unit count.



Refreshed General Education Curriculum



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)

Relevant Documents

- Policy Proposals
- Second Language Committee
Executive Report & Recommendations



Second Language

Current scenario:

In Spring 2025, the Vice-Provost formalized the recommendations of the Second Language Committee as a policy proposal. This proposal called for a second semester language competency as satisfying General Education Second Language Foundations for all students and creation of a separate BA degree requirement for an additional two semesters of second language competency, either in the same or a different language.. This would replace the current policy that includes the four semester BA degree requirement as itself part of Gen Ed, while preserving this differentiated BA requirement in a different form and allowing more flexibility for students. The GE Second Language competency could be satisfied through high school coursework, proficiency exams, and Study Abroad.



Second Language Policy Goal



The goal of the Foundations Second Language policy is to establish a common requirement for all U of A students. Since 1998, the College of Engineering has had a carve-out allowing Engineering students to satisfy Foundations Second Language without passing a proficiency exam at second semester level, based solely on having completed two years in high school.

The original policy proposal submitted to UWGEC in Spring 2025 essentially extends the carve-out for Engineering to all U of A students.

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



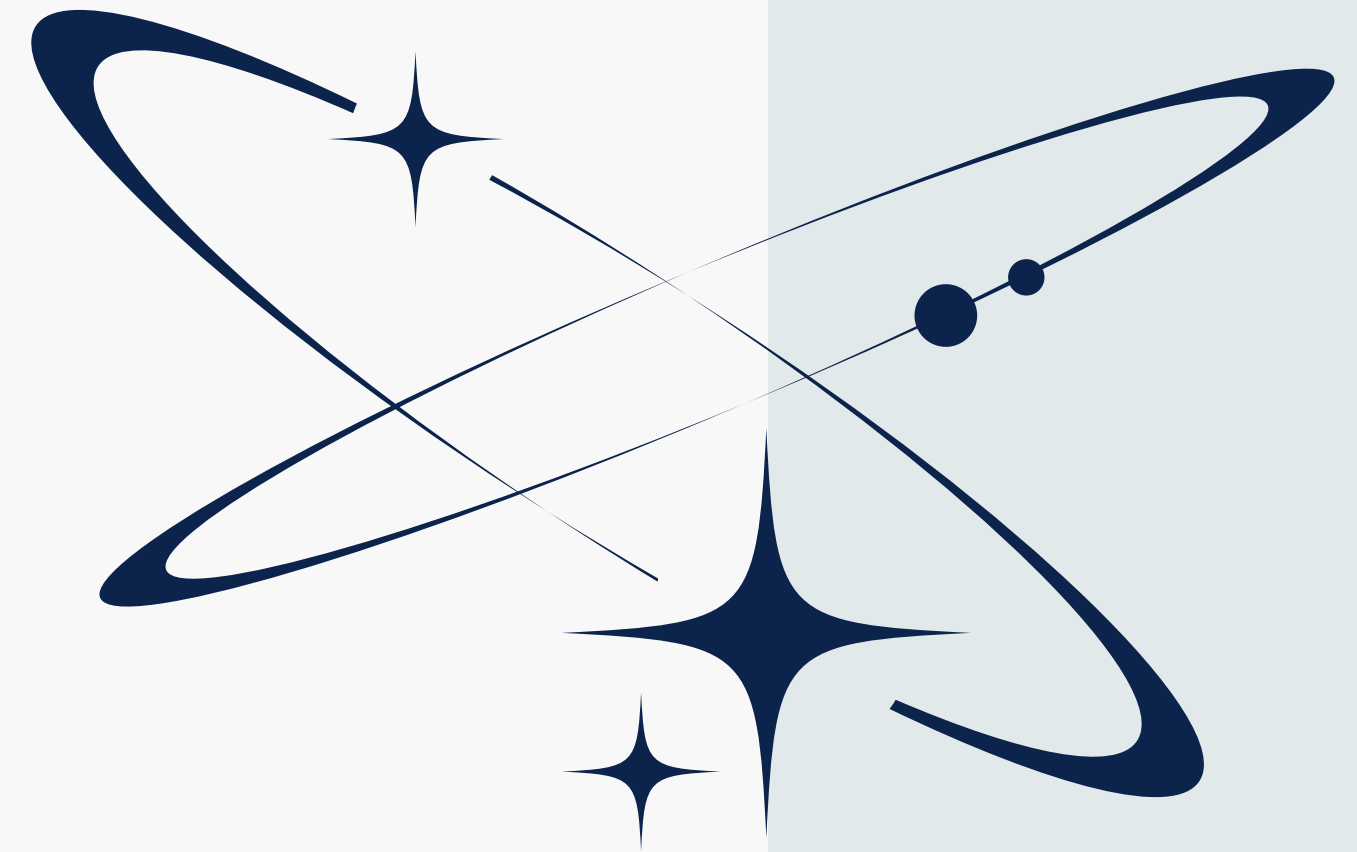
CI

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.

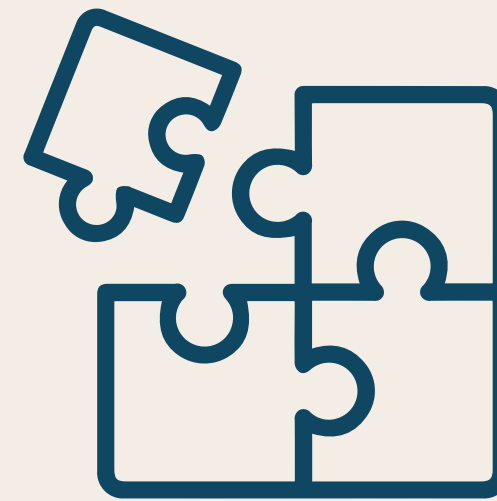


Policies vs. Conventions



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

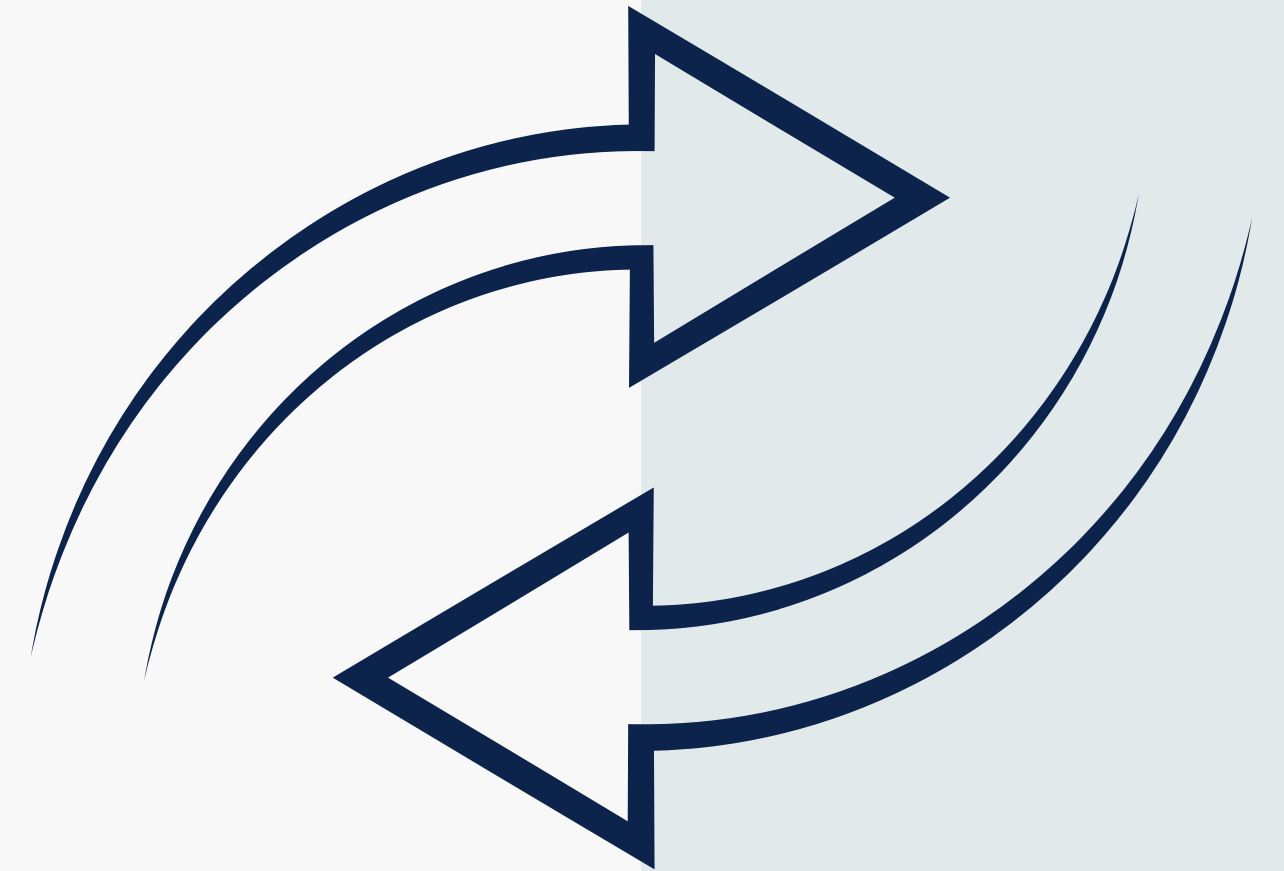
- **Formally:** Remove from published U of A general education policies (no longer a graduation requirement);
- **Informally:** Bring the learning outcomes statement (“Classes with...”) and the values statement (“It is our responsibility...”) into the conventions of faculty governance discussions (UWGEC,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



Credit by Exam & Substitutions Policies

These supporting policies “clean up” the policies that primarily affect advisors. A description of the Substitutions policy appears on the next slide. The **Credit by Exam policy**:

- Updates equivalency tables for Credit by Exam to indicate whether a second language score satisfies General Education, or BA, or both;
- Updates equivalency tables for Credit by Exam to remove reference to Foundations Math strands;
- Replaces references to “foreign language” with “second language”;
- Removes references to competency and exemption exams;
- Removes contact information for Office of Admissions from AP, CIE, DSST, and IB exam policies



Substitutions for Approved General Education Courses Policy



This policy would centralize the approval of substitutions for Gen Ed requirements so that students would have a single process and approval path for using non-Gen Ed courses they took at the U of A to satisfy a Gen Ed requirement. Notably, the transfer of courses from other institutions to satisfy Gen Ed requirements would not be part of this centralization, and would remain within the scope of the students' academic advisors.





Thank you

