## American Institutions/Civic Learning Attribute – Two-Course (A&B) Model

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Pros: While courses on each A and B list would still cover multiple areas, they would only have to cover some of them (either set A or set B), rather than all 7, so there would be more time available to spend on each area of study, compared to a single course model or a comprehensive course in a breadth and depth model; Students would receive a more consistent level of exposure to each of the 7 areas that could be approximately twice as much time on each outcome as in a single or comprehensive course; Allows participation in teaching these courses by faculty who would like to teach multiple, but not all, of the 7 areas of the attribute

Cons: Compared to one-course model, students would have to take 2 of their GE courses in this area, which some may view as a disadvantage since this would leave only 5 of 7 courses to be taken in other areas of Gen Ed, unless additional units are added to the GE curriculum; Unless both are required to be Building Connections courses, in which case this attribute would take up 2 out of 3 courses in BC, courses with this attribute might out-compete equally worthy courses in Exploring Perspectives, especially Social Scientist and Humanist; Students would not have the opportunity to go in depth into one area of their own choosing; Only faculty who are interested in teaching all the outcomes covered on either the A or B list (although this is fewer than all 7 outcomes) would be able to participate; It may not be feasible to designate fixed A and B groupings of the 7 outcomes that align with faculty interests or expertise if the preferred groupings vary too much

Policy Language:

## **Attribute Requirement in General Education**

[**Exploring Perspectives and Building Connections**](https://catalog.arizona.edu/policy/general-education-exploring-perspectives-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: American Institutions and Civic Learning, 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.

## **American Institutions and Civic Learning Attribute**

Classes with the American Institutions and Civic Learning Attribute will focus on the following: how the history of the United States continues to shape the present; the basic principles of American constitutional democracy and how they are applied under a republican form of government; the United States Constitution and major American constitutional debates and developments; the essential founding documents and how they have shaped the nature and functions of American Institutions of self-governance; landmark Supreme Court cases that have shaped law and society; the civic actions necessary for effective citizenship and civic participation in a self-governing society – for example, civil dialog and civil disagreement; and basic economic knowledge to critically assess public policy options and to inform professional and personal decisions.

**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 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(link is external)**](https://wac.colostate.edu/docs/principles/statement.pdf)), 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:
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:

* American Institutions and Civic Learning Attribute - 2 courses, one each from two lists of options, and at least one of which is a Building Connections course
* 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

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 completing the following series of courses:

* [**Foundations**](https://catalog.arizona.edu/policy/general-education-foundations) - First-Year Writing (Composition), Mathematics, and Second Language courses
* [**Introduction to General Education**](https://catalog.arizona.edu/policy/general-education-entry-exit-courses) 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)
* [**Exploring Perspectives**](https://catalog.arizona.edu/policy/general-education-exploring-perspectives-building-connections) 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
* [**Building Connections**](https://catalog.arizona.edu/policy/general-education-exploring-perspectives-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).
* [**GE Capstone**](https://catalog.arizona.edu/policy/general-education-entry-exit-courses) 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**](https://catalog.arizona.edu/policy/general-education-attributes):

* American Institutions and Civic Learning Attribute - 2 courses
* 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**](https://catalog.arizona.edu/policy/general-education-transfer-credit)

### **Your Specific Requirements:**

To see the requirements specific to your major and degree program, consult the general [**Academic Advisement Reports(link is external)**](https://uaccess.schedule.arizona.edu/psp/pubsaprd/UA_ADV_CATALOG/HRMS/h/?tab=DEFAULT) or your personal Advisement Report in **[UAccess Student(link is external)](http://uaccess.arizona.edu/%22%20%5Ct%20%22_blank)**.  Please direct questions to your [**academic advisor(link is external)**](http://advising.arizona.edu/content/academic-advisor-directory).

### **Office of General Education:**

 The [**Office of General Education(link is external)**](https://gened.arizona.edu/) administers the University of Arizona's General Education Curriculum.

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**Learning Outcome for American Institutions and Civic Learning Attribute:**

Courses chosen from the “A” group and “B” group will each meet a subset of the following 7 learning outcomes:

**I. Identify key events, processes, and periods in United States history, examine conflicting perspectives on those topics, and analyze how those parts of United States history continue to shape the present.**

**II. Identify and assess different perspectives on the basic principles of United States constitutional democracy, including its structure, rights, and fundamental protections, and analyze how these principles have been applied under a republican form of government as it evolved over time.**

**III. Examine the United States Constitution, including one or more amendments, major constitutional debates, and theories of constitutional interpretation, and analyze their impact on subsequent historical developments.**

**IV. Analyze primary philosophical, historical, and political documents that influenced the founding of the U.S. government and its structure, and evaluate the role these documents played in shaping U.S. institutions.**

**V. Evaluate landmark Supreme Court cases and assess the court’s role in shaping law and society.**

**VI. Demonstrate and apply the skills necessary for effective citizenship, including civil dialogue and civic participation, shaped by effective problem-solving and information literacy, by employing active learning opportunities, community-engaged learning, service learning, or experiential learning.**

**VII. Explain and assess how economic data, tools, and theories are applied to compare and**

**evaluate current or historical public policies, as well as professional and personal decisions.**

\*The exact division of these seven outcomes into the A and B group courses is yet to be determined, and many different combinations are possible.

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[Hypothetical Example #1 (among many possible groupings): If the “A” group courses were to address outcomes I, III, IV, and V and form a “History, Constitution, Courts, and Law” grouping, and the “B” group courses were to address outcomes II, VI, and VI and form a “Government, Civic Engagement, Economics, and Policy” grouping, then the learning outcomes could be aggregated as follows:

Hypothetical learning outcome for Group A courses (could be tightened for concision):

**Identify key events, processes, and periods in United States history, examine conflicting perspectives on those topics, and analyze how those parts of United States history continue to shape the present; Examine the United States Constitution, including one or more amendments, major constitutional debates, and theories of constitutional interpretation, and analyze their impact on subsequent historical developments; Analyze primary philosophical, historical, and political documents that influenced the founding of the U.S. government and its structure, and evaluate the role these documents played in shaping U.S. institutions; and Evaluate landmark Supreme Court cases and assess the court’s role in shaping law and society.**

Hypothetical learning outcome for group B courses (could be tightened for concision):

**Identify and assess different perspectives on the basic principles of United States constitutional democracy, including its structure, rights, and fundamental protections, and analyze how these principles have been applied under a republican form of government as it evolved over time; Demonstrate and apply the skills necessary for effective citizenship, including civil dialogue and civic participation, shaped by effective problem-solving and information literacy, by employing active learning opportunities, community-engaged learning, service learning, or experiential learning; and Explain and assess how economic data, tools, and theories are applied to compare and evaluate current or historical public policies, as well as professional and personal decisions.**]

[Hypothetical example #2 (among many possible groupings): If the “A” group courses were to address outcomes I, IV, and VI and form a “History, Documents, and Civic Debate” grouping, and the “B” group courses were to address outcomes II, III, V, and VII and form a “Economics, Policy-Making, Constitution, and Courts” grouping, then the learning outcomes could be aggregated as follows:

Hypothetical learning outcome for Group A courses (could be tightened for concision):

**Identify key events, processes, and periods in United States history, examine conflicting perspectives on those topics, and analyze how those parts of United States history continue to shape the present; Analyze primary philosophical, historical, and political documents that influenced the founding of the U.S. government and its structure, and evaluate the role these documents played in shaping U.S. institutions; Demonstrate and apply the skills necessary for effective citizenship, including civil dialogue and civic participation, shaped by effective problem-solving and information literacy, by employing active learning opportunities, community-engaged learning, service learning, or experiential learning.**

Hypothetical learning outcome for group B courses (could be tightened for concision):

**Identify and assess different perspectives on the basic principles of United States constitutional democracy, including its structure, rights, and fundamental protections, and analyze how these principles have been applied under a republican form of government as it evolved over time; Examine the United States Constitution, including one or more amendments, major constitutional debates, and theories of constitutional interpretation, and analyze their impact on subsequent historical developments; Evaluate landmark Supreme Court cases and assess the court’s role in shaping law and society; Explain and assess how economic data, tools, and theories are applied to compare and evaluate current or historical public policies, as well as professional and personal decisions.]**