

# VOTER INFORMATION GUIDE

2024



Civic Learning / Civic Knowledge Advisory Group

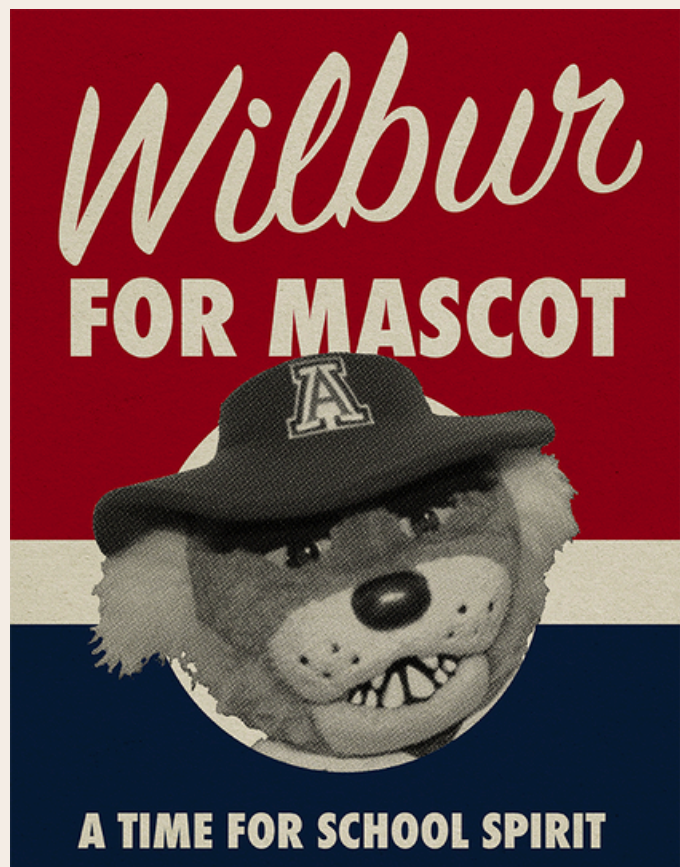
# CONTEXTS

When the Arizona Board of Regents updated their general education policy in 2021, the Regents elaborated specific requirements for American Institutions. American Institutions contains seven elements of civic learning, engagement, and knowledge. Since the Regents approved the new policy, the University of Arizona worked closely with Regents and groups across campus to develop learning outcomes, solicit ideas, and to craft recommendations for faculty governance groups to review.

From 2022 to 2023, the Civic Education Task Force, chaired by Dr. Suzi Dovi, produced civic learning student learning outcomes. In February 2024, two faculty forums on Civic Learning were convened to gather input. The Civic Learning / Civic Knowledge (CLCK) Advisory Group was formed in Spring 2024 to develop different versions of a civic learning component to general education based on these outcomes and these forums.

No decisions have yet been made. The CLCK Advisory Group has been soliciting feedback from other shared governance groups across campus. On October 9, the CLCK Advisory Group will be meeting to discuss these different approaches toward integration.

This Voter Information Guide has been prepared specifically for CLCK members; however, we hope this Guide is also an aid to helping stakeholders understand the progress of thoughtfully incorporating civic learning in general education.





**PROPOSED  
MODELS FOR  
DISCUSSION**



# BREADTH + DEPTH MODEL

Includes two courses: a comprehensive course in the Building Connections (BC) category that addresses all seven areas identified in ABOR policy for American Institutions, and a depth course in any category across the entire GE Curriculum that allows students to exercise student autonomy and develop more intensive civic learning in one (or more) of the seven areas.

**COURSE A  
COMPREHENSIVE  
COURSE**

**COURSE B  
IN-DEPTH  
COURSE**



The comprehensive course options for Civic Learning would need to be BC courses for at least two reasons: (1) Civic Learning is an inherently multidisciplinary and multi-perspective taking area of learning as defined by ABOR, so it will be important for courses to reflect this; and (2) since students are required to take 3 BC courses but only 1 course in each EP area, it is important to avoid dramatically reducing enrollments and student opportunities to take courses on other topics, including non-US or global topics, within the EP-Social Scientist and (to a lesser extent) EP-Humanist categories. Depth courses could be in any category, since they could be offered in a wider variety of subject areas, disciplines, and academic units across the campus.



## A/B MODEL

The 7 learning outcomes would be divided into two groupings with differentiated approval of courses that address each list, and students would complete some of the outcomes in the course on list A and the others from the course on list B. These two courses would replace two other courses in the curriculum, such as BC courses, or they could be two distinct attributes attached to BC courses.

**COURSE A  
COVERS 3 OF THE ABOR  
KNOWLEDGE AREAS**

**COURSE B  
COVERS 4 OF THE ABOR  
KNOWLEDGE AREAS**



# ONE COURSE MODEL

Would require only the single comprehensive BC course and no second Civic Learning course would be required.

**ONE CL/CK COURSE  
FULFILLS ALL 7 ABOR  
KNOWLEDGE AREAS**



# FOUNDATIONS MODEL

A fourth Foundations area would be established, in addition to Writing, Math, and Second Language. To create space for 1-2 Civic Learning Foundations courses without expanding the overall number of credits required for General Education as a whole, at least one requirement would need to be reduced, such as the number of BC courses.

**SECOND LANGUAGE**  
**0 TO 20 UNITS\***

**MATH**  
**3 UNITS**

**ENGLISH COMPOSITION**  
**3 TO 6 UNITS**

**CIVIC LEARNING**  
**3 TO 6 UNITS**



Second Language contains "0-20" units on this page because some students may have satisfied this requirement before matriculation, others may need 2nd semester proficiency, while still others may need 4th semester proficiency.



## **RUMINATE MODEL**

This model provides a space for Advisory Group Members to imagine, create, or develop options for CL/CK implementation that are not represented by the models presented here. AG members are invited to brainstorm ideas that can add to the conversation and recommendations about CL/CK implementation.