

University-Wide General Education Committee (UWGEC) Report to Faculty Senate for
October 6, 2025 Meeting

Submitted by Jeremy Vetter, Associate Professor of History, UWGEC Chair

The University-Wide General Education Committee (UWGEC) is a shared governance body with 22 members, most of whom are faculty members representing Colleges that are active in teaching General Education courses, along with two student representatives, three Foundations area representatives, a library representative, and a chair appointed in consultation between the Chair of the Faculty and the Senior Vice Provost for Academic Affairs. A list of current UWGEC members can be found here:
<https://ge.arizona.edu/gened-committee/uwgec-members>.

So far this semester, UWGEC has held four biweekly meetings: August 20, September 3, September 17, and October 1. At our first meeting, an updated General Education (GE) policy proposal was presented to us by the Vice Provost's office, including some minor wording adjustments along with four main areas of substantive changes: (1) Foundations Second Language; (2) Civic Learning/ Civic Knowledge; (3) Attributes; and (4) Course Substitutions. We have worked our way through the first three of these areas in our deliberation and discussion, but the fourth area is still pending and remains on our agenda. No action was taken at the first meeting, so that members could have time to review the proposals and seek feedback from their constituents.

At our September 3 meeting, at the request of the Vice Provost's office, the committee revisited its previous discussion of the Foundations Second Language requirement. Last semester this discussion had resulted in a vote to approve most of the changes recommended by the Second Language Task Force, which had been included in the policy proposal from the Vice Provost's last spring, except for the provision allowing students to meet the requirement by taking 2 years in high school without a proficiency exam. Members considered three options proposed by the Vice Provost's office, the first of which was similar to the proposal from last spring, and members decided to stay with an amended version of this option. Members discussed a possible compromise amendment allowing 3 years of high school coursework to satisfy the requirement without a proficiency test, as an alternative to the proposed 2 years of high school, to distinguish it from the admissions requirement and to increase the likelihood of students achieving proficiency based on high school coursework alone. While some members supported the 3 year

compromise to accommodate engineering students and other colleges, others expressed concerns about setting a precedent of allowing high school coursework to count for a college requirement without an exam or test, and potentially undermining the requirement. While still recognizing that the committee already voted last spring that its official position was to omit the provision allowing high school course work to count without a proficiency exam, the committee voted again non-bindingly in favor of putting forward the potential compromise option of allowing 3 years of high school without a proficiency exam, with a vote of 11 yes, 4 no, and 2 abstentions. (This part of the GE policy proposal has not yet been approved by the full Undergraduate Council, due to continuing disagreement between the Vice Provost's office and shared faculty governance bodies.)

At our September 17 meeting, members debated and approved the Attribute and Civics policy changes as proposed by Vice Provost's office, which largely follow the Civic Learning/Civic Knowledge (CLCK) advisory group recommendations from last spring to establish a required Civic Institutions course that would replace one of the three Building Connections courses, as well as a Civic Inquiry depth attribute. The Attribute policy change, proposed directly by the Vice Provost's office and following from the previous policy change last spring to no longer ask students to track the attributes as requirements for graduation, moves the names and descriptions of all the attributes out of student-facing policy language appearing in the catalog. This language would be moved to the Office of General Education website, where it can be updated as part of faculty-facing conventions guiding the preparation of course proposals by faculty and the approval of GE courses by UWGEC, along with other conventions such as the learning outcomes and expected elements to be included in course proposals. Thus, the formal establishment of the Civic Inquiry depth attribute would occur after the Civics and Attributes policy change is adopted by UGC, U-CAAC, Senate, and Provost. The motion to approve the Civics and Attributes changes included a request for a timeline from the Office of General Education for implementing Civics courses, due to concerns expressed about making sure to allow enough time for all necessary steps. The vote in favor was 14 Yes, 1 No, and 1 Abstention. (These GE policy changes for Civics and Attributes were subsequently approved by Undergraduate Council by a vote of 15 Yes, 0 No, and 1 Abstention.)

At our October 1 meeting, we received an updated Civic Institutions / Civic Inquiry phased implementation plan from the Office of General Education (OGE), which would begin with the rollout of courses for the Civic Inquiry depth attribute in Fall 2026 and then followed by Civic Institutions courses in Spring 2027, due to the extremely tight timeline for the full

implementation, which will need to include approval of learning outcomes and course review specifications, development of instructional support materials, preparation of course proposals from faculty and academic units, review of proposals by UWGEC, and the lengthy time delay required to update these courses officially in the catalog and allow the courses to be scheduled. OGE also presented a tentative learning outcome that is proposed for a Civic Inquiry depth attribute, which we began discussing but will wait to act on until a later meeting only after approval of the overall policy by Faculty Senate. At the same meeting, we also reviewed a memo from the Eller College of Management proposing an exemption of their Bachelor of Science in Business Administration degree from the Foundations Second Language requirement. After hosting the Dean and other officials from this college briefly to answer questions and engage in dialogue, we deliberated extensively over this proposal, and decided to continue this discussion and voting item at our next meeting so that a more detailed response can be drafted for a vote.

So far this semester, UWGEC has approved the following courses for addition to the General Education curriculum, and they have completed all revisions if required:

ACCT 230 Analyzing Fraud, Fraudsters, and the Fallout through Film (Building Connections, Writing attribute)

AFAS 386 Soundtrack of the Caribbean (EP-Humanist, WCS attribute)

EHS 220 Deadly Hope: Finding Truth in the Age of (Mis)Information (Building Connections, QR and Writing attributes)

GER 401 (Foundations Second Language)

GHI 240 Digital Public Health (Building Connections, QR and Writing attributes)

HNRS 211 Work, Meaning, and Well-Being (Building Connections, Writing attribute)

NSC 106 MythBusters: Exercise, Nutrition, & Disease Prevention (Building Connections, QR attribute)

PAH 150A6 Trash to Treasure: Artistic Perspectives on Waste (EP-Artist, Writing attribute)

PHP 222 Quantitative Reasoning in Public Health (Building Connections, QR attribute)

Note: EP = Exploring Perspectives; QR = Quantitative Reasoning; WCS = World Cultures & Societies