

NEW ACADEMIC PROGRAM – UNDERGRADUATE GENERAL EDUCATION

1. **PROGRAM DESCRIPTION** – *Describe proposed changes to the curriculum. Provide a rationale and explanation for making changes to the curriculum and include any relevant supporting data. Include requested new prefix code and description.*

The General Education Refresh: Aims and Motivators for Change

The Refresh curriculum is the new General Education curriculum at the University of Arizona. The Refresh curriculum will eventually replace the current Tiers curriculum following a soft rollout in Spring 2022. Initially, the Refresh curriculum will serve Spring 2022 matriculants; thereafter, the Refresh curriculum will serve subsequent first-year and transfer matriculants, steadily replacing the Tiers curriculum over the course of several years. The General Education Curriculum has not been substantially changed since 1998. After conducting several assessments of student learning within the current General Education program, it was clear that the program needed revision. Similar recommendations from a 2018 Task Force, a 2018 AAC&U General Education Institute Team Action Plan, and the 2019 Strategic Plan Pillar One report, provided the opportunity to update and re-create the general education experience at UArizona. Additionally, the University of Arizona used this opportunity provided by the Arizona Board of Regents and their revised learning outcomes for General Education for all three State institutions to create a new, innovative program that challenges students to take charge of their education and reflect on their learning.

Broadly, the Refresh curriculum has been designed around the following priorities:

- Courses in the new GE Program facilitate **engaged learning**, **perspective-taking**, and **reflection on learning**
- The new GE Program increases **relevance** and **transferability** of students' experience at UArizona
- Students **build connections** between courses and their professional and academic goals
- The GE Program aims to afford more **autonomy** to students

The Vision and Mission of the General Education Refresh

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. Introducing roughly 8,000 new first time, full time students every Fall, along with transfer students, to this new program will be revolutionary.

In the last two decades, important developments in teaching and learning have influenced our priorities, including:

- Interdisciplinary thinking

- Reflecting, curating, and transferring learning from one environment to another (e.g. [ePortfolios](#))
- Cultural and intellectual awareness, sensitivity, and fluency
- Connecting students' interests and aspirations (major) with what faculty agree UArizona graduates should know and experience
- According to a survey completed in during the 2018 General Education Task Force, students report a lack of understanding about the purposes behind General Education

This new and revised General Education Curriculum has been created, with highly intentional integration of evidence-based teaching and learning principles and developments, [by UArizona faculty and staff from across the university](#).

The new curriculum is designed to emphasize and elevate the following aspects in order to foster critical, innovative thinkers ready to lead cooperatively with interdisciplinary thinking & perspective-taking:

- Student agency and exploration
- Connected and scaffolded student learning
- Relevance to and flexibility for a changing world
- Ways of thinking and ways of knowing to contextualize content
- Reflection on learning across the curriculum
- Collaboration across disciplines
- High quality teaching and engaged learning
- Holistic assessment and periodic review of courses

Pedagogical Approach and the Student Experience

In alignment with this vision and mission, the new curriculum emphasizes and elevates:

Learner-Centered Courses – A learning-focused curriculum reinforces our commitment as an institution to students, to their learning experience, to creating instructional environments that promote learning.

Integration – Teaching students to see the connections and integrate learning across the curriculum.

Reasoning – Emphasizing reasoning and ways of thinking as application of content knowledge.

Questions – Framing learning within driving questions to promote authentic perspective-taking and connection-building.

Implicit – Focusing on the implicit and core ways of thinking in a given field, moving beyond focusing just on what can be explicitly known.

Relevance – Promoting integration of learning in General Education with personal, professional, and community relevance.

From the student perspective, the aim of the new curriculum aims to shift the student experience:

From a requirement → Relevance

Moving from understanding GE as a requirement for graduation to seeing GE courses as relevant to their goals, major, interests, aspirations. The GE classes should be a place where students can build bridges.

From prescribed → Customizable

Moving toward a more flexible curriculum for students, designing the curriculum with language and experiences that students can understand and select, based on what is most interesting and relevant to them.

From disciplinary knowledge → Perspective-taking

Understanding how disciplinary/professional training contributes to developing a perspective; this is also about helping students to access compassion and empathy, to see the world through others' experiences/perspectives.

From academic → Contextual

Moving from understanding academic work in disciplinary categories, isolated from each other and from the world outside of academia, to seeing our work at the university as relevant to the world around us.

From *what we know* → *How we think, know, and do*

Moving from emphasizing what we know (and what students should know) to how we think.

Changes to the General Education Curriculum

The Refresh curriculum consists of 32 units total (as opposed to the 36 units of the Tiers curriculum). The breakdown of these units are as follows:

- Entry Course (1 unit)
- Foundations (a total of at least 9 units), including:
 - Foundations Math (1 course, 3 units)
 - Foundations Writing (2 courses, 6 units)
 - Second Language proficiency depending on Major
- Core Courses (a total of 21 units)
 - Exploring Perspectives (4 courses, 12 units)
 - Building Connections (3 courses, 9 units)
- Exit Course (1 unit)

Entry Course

All students admitted to the university as First-Year Students will be required to take UNIV 101: Introduction to the General Education Experience (other students will have the option). UNIV 101 gives students a foundation for their General Education experience at the University of Arizona. It is designed to provide them with an understanding of the purpose and value of the General Education experience, its relationship to the rest of their undergraduate studies and their experience as lifelong learners, as well as the university general education requirements. The course will engage students in reflection around the academic behaviors and self management that contribute to success and well-being and connect them to university resources that support those behaviors and self management. The course will also introduce them to one of the means by which they will reflect upon and document their learning in all of their General Education courses, the GenEd ePortfolio.

First-year courses are one of AAC&U's High-Impact Practices and have been shown to support students' transitions to college and have positive effects on student academic performance.

The New Core Curricular Areas: Exploring Perspectives and Building Connections

Replacing the Tier 1 and Tier 2 system, the Refresh incorporates two new, non-sequential core curricular areas: Exploring Perspectives and Building Connections

Exploring Perspectives

In these courses, students will explore and practice the varied approaches and ways of reasoning of the **artist, humanist, social scientist, and natural scientist**. The focus will be on disciplinary perspective-taking--immersing oneself in the disciplinary perspectives of people working within the areas of the arts, humanities, social sciences, and natural sciences-- and exploring the ways in which they form questions and ideas, the methodologies and techniques they use, and how they create knowledge and/or works, while also showcasing the diversity of people and approaches that are integral to these disciplines.

The goal of these courses is:

1. to have students explore and practice disciplinary methodological approaches
2. to have students envision themselves as a member of the diverse communities that make up artists, humanists, social scientists, or natural scientists
3. to have students practice skills related to the creation, analysis, and communication of knowledge and works within these disciplinary areas

In Exploring Perspectives courses, students will encounter and practice the varied approaches (ways of questioning / thinking / reasoning / doing) of the Artist, Humanist, Natural Scientist, and Social Scientist. The goal for each Exploring Perspectives course is that students will develop senses of disciplinary perspective-taking.

Note: For purposes of the Gen Ed Refresh curriculum, “perspective” refers to an academic standpoint that instructors, scholars, and artists employ to address a question, topic, or challenge.

For more detailed descriptions of the four perspectives – artist, humanist, social scientist, and natural scientist – please see [Appendix 1](#).

Building Connections

The Building Connections curriculum is focused on multi-perspective taking. It is more important than ever to facilitate an understanding of the world from various points of view. This facilitates more effective communication, empathy, understanding, and willingness to work together to solve problems (of which we have plenty).

In Building Connections courses, students will explore the unique contributions of knowledge, skills, methodologies, values and perspectives from varied disciplines and social positions. In addition, they will practice higher-order learning activities such as conceptual thinking, problem solving, innovative design, critical analysis, evaluation of ideas, and creation of knowledge/products.

Building Connections is inspired by a broad and inclusive conception of interdisciplinarity. It is intended to afford flexibility and inspire innovation/creativity that can be accomplished by single instructors or teams. This guide will hopefully provide context and tools that will be helpful during course design or re-design.

Building Connections: A Spectrum

Building Connections courses are meant to expose students to interdisciplinary and multi-perspective approaches to thinking about big ideas, addressing challenges and/or solving problems. They may be taught by a single instructor who is being intentional about bringing in readings from multiple perspectives, complemented with guest lectures, media, etc. OR a team of faculty from different corners of campus may collaborate around a shared question or issue.

The perspectives highlighted in a BC course are not restricted to the disciplinary categories of Exploring Perspectives (Artist, Humanist, Natural Scientist, Social Scientist). Other or more specific/specialized disciplines may be incorporated. In addition, there is space to think outside the disciplinary box as well, to include perspectives from pertinent social positions. For example, a course offered at the University of Arizona might highlight the perspective of a "Borderlands Resident."

The Attributes

Attributes are added to a course description when the course includes an emphasis on one or more **skills, methodologies, and/or contexts** that frame the course content. Attributes are associated with courses in the Exploring Perspectives and Building Connections areas of the Gen Ed Refresh curriculum. All courses will contain at least one but not more than two attributes. There are four attributes: Diversity & Equity (2 courses); Quantitative Reasoning (2 courses); World Cultures & Societies (1 course); and Writing (2 courses). To give the program time to mature, the attribute distribution will not be enforced until Fall 2024.

Diversity & Equity, Quantitative Reasoning, World Cultures & Societies, and Writing are all crucial parts of the core mission of the General Education Refresh. We believe that sustained engagement with these attributes is the best way for students to make meaningful educational gains in these areas, as well as connections between these areas and other courses outside of general education. Attributes provide multiple opportunities beyond the Foundations courses to continue to engage with these skills, providing a scaffolded learning experience that we hope will result in growth in all of these fundamental areas.

Diversity & Equity Attribute

Classes with the Diversity & 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.

Diversity and equity are foundational components of a constitutional democracy. Understanding how the history of the United States continues to shape the present helps us become civically engaged people. It is our responsibility as Wildcats to promote social equity in our communities. This is especially the case as an Hispanic-Serving as well as an American Indian and Alaska Native-Serving Institution that sits on the Indigenous lands of the Tohono O'odham Nation and the Pascua Yaqui Tribe.

This is central to our charge as a land grant institution responsible for promoting democratic values, supporting the people of Arizona and beyond. It is our collective social responsibility. As one part of our commitment, students are expected to complete at least one course with the diversity attribute for both the Exploring Perspectives and Building Connections curriculum, while diversity and inclusion will be embedded throughout the GenEd curriculum beyond these two courses.

Quantitative Reasoning Attribute

At UArizona, we value the importance of using and understanding quantitative information to formulate and support ideas. Our General Education (GE) courses provide opportunities for learning experiences that allow faculty and students to explore varied disciplinary perspectives and build interdisciplinary connections to be prepared for meaningful engagement in a global context. Quantitative reasoning is an important part of this goal, as it requires faculty and students to analyze and interpret real-world

quantitative information in the context of a discipline or interdisciplinary problem, and to draw conclusions that are supported by evidence. While students are exposed to mathematical skills in their foundations math courses, GE courses that carry a QR attribute aim to apply those mathematical skills to questions, ideas, challenges, and/or problems that are relevant to students, society, and/or the world. QR Attribute courses all share these common goals: 1) Teach and practice the process of quantitative reasoning in course activities and assignments, 2) Define disciplinary or field-specific expectations around quantitative reasoning, and 3) Identify previous experiences with quantitative reasoning and transfer those practices across a variety of questions and contexts.

Students will need to complete two general education courses that carry the Quantitative Reasoning Attribute.

World Cultures & Societies Attribute

As a world-class university, it is our responsibility as Wildcats to understand and respect societies outside the United States, and to think critically about our place in the world. As part of this commitment, students are expected to complete at least one course with the World Cultures & Societies Attribute in either the Exploring Perspectives or the Building Connections General Education curriculum.

By the end of a course carrying the World Cultures & Societies Attribute, students will be able to describe, from one or multiple perspectives, the values, practices, and/or cultural products of at least one non-US culture/society; relate how these values, practices and/or cultural products have shaped their social, historical, political, environmental and/or geographic contexts; and reflect on how the student's own background has influenced their perceptions of other societies and their sense of place in the global community.

Writing Attribute

At UArizona, we are all writers. Our General Education (GE) courses 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, writing mobilizes thinking and learning. Founded on principles of Writing Across the Curriculum ([WAC](#)), GE courses fulfilling the Writing Attribute initiative promote engaged learning, critical thinking, and greater facility with written communication across rhetorical situations and genres. While all GE courses should aim to incorporate writing in some way (even with low-stakes, reflective writing, for example) 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.

In Writing Attribute GE courses, writing is a means for learning, and as such, writing activities in these courses promote five principles of writing development:

- Writing is impacted by prior experience and student writers arrive in GE classrooms with a wide range of literacy, linguistic, technological, and educational experiences
- All students can learn to become more proficient writers through embedded, meaningful writing activities with opportunities to revise
- Writing is an iterative process (it evolves and coheres through multiple versions) and its development across the curriculum is non-linear (it progresses and regresses at various times)
- Writing is a goal-oriented, rhetorical, and social act that differs across various academic genres and kinds of writing
- Writing assessment values the labor of time, gathering ideas and research, planning, drafting, revision, and reflection as part of the writing process

Writing Across the Curriculum in General Education fosters student writing development, and GE instructors will support writing development when they explicitly identify and define writing expectations in their disciplines throughout activities and assignments.

Signature Assignments and Learning ePortfolios

Signature Assignments in the GE Refresh

Each course will include one or more signature assignment that demonstrates key learning outcomes from curricular categories and attributes. These assignments will highlight student work for potential employers, graduate programs, and other post-baccalaureate endeavors. Instructors are free to shape this assignment but should keep in mind evidence-based teaching and alignment with the GE learning outcomes.

Examples of signature assignments include, **but are not limited to**, reflections (written, oral, artistic, multimedia), presentations (oral, visual, musical, artistic), compositions, research projects, service learning projects, social, economic, or environmental justice projects, and creative endeavors (artistic, design, technological, problem solving). There is no media/modality requirement for signature assignments -- instead we encourage instructors to shape the assignment based on learning outcomes.

Learning ePortfolios in the GE Refresh

As the newest [High Impact Practice determined by AAC&U](#), ePortfolios are designed to “promote: achievement of deep learning, significant engagement gains, and positive differential impact on historically underserved student populations” (Kuh, 2008). These learning ePortfolios emphasize student growth, transfer, and metacognition and contain signature assignments, meaningful learning

opportunities, and reflection. The GE Refresh will introduce students to ePortfolios in the Entry Course and be finalized in the Exit course. In addition, these learning ePortfolios will aid in our assessment of the General Education program.

Exit Course

All students admitted to the university as First-Year Students will be required to take UNIV 301: General Education ePortfolio once they have at least 5 of their 7 courses completed (other students will have the option). UNIV 301 gives students an opportunity to reflect on, and make meaning of, their General Education experiences at the University of Arizona. Students can then use these insights generated to describe the value their educational experience can offer future employers, graduate programs, and their community. It is designed to be one milestone along their learning journey at the University, marked by their academic, professional, and personal accomplishments. The course will include opportunities for students to communicate their academic and career interests and make a plan for their journey forward as lifelong learners. Lastly, they will be curating their General Education portfolio, a collection of meaningful assignments and activities that showcase their experience in the General Education program to date.

2. **GEN ED REQUIREMENTS** – Complete the table below listing the gen ed requirements including the required number of units, overarching categories/areas of study and attributes.

| Foundation & General Education Requirements | Existing | Proposed |
|---|---|----------|
| Foundation Courses | | |
| 1st Year Composition | No changes to the Foundation requirements. | |
| Second Language | | |
| Math | | |
| General Education Requirements | | |
| | Tier One: a) Individuals & Societies, 6 units b) Traditions & Cultures, 6 units c) Natural Sciences, 6 units | |
| | Tier Two: a) Individuals & Societies, 3 units b) Humanities, 3 units c) Arts, 3 units d) Natural Sciences, 3 units | |
| | Diversity Emphasis Course | |

| | | | |
|-----------------------|-----------|--|--|
| | | Introduction to General Education, 1 unit | GE Attributes: Diversity & Equity Quantitative Reasoning World Cultures & Societies Writing |
| | | Core 1: Exploring Perspectives a) Artist, 3 units b) Humanist, 3 units c) Natural Scientist, 3 units d) Social Scientist, 3 units | |
| | | Core 2: Building Connections, 9 units | |
| | | General Education Capstone, 1 unit | |
| Units Required | 36 | 32 | |

3. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the completion of their general education coursework. Work with the Office of Instruction and Assessment to create a curricular map using Taskstream. Include your curricular map in this section.

The new General Education Program has four student learning outcomes. These outcomes are the same as the Institutional Learning Outcomes that were adopted by the faculty in 2017. At the conclusion of all general education courses, students should be able to:

1. Communicate Effectively
 - a. Interpret and clearly present information in varied formats, such as graphs, charts, and multimedia projects.
 - b. Compose correct and clear written material in multiple formats such as research logs, researched reports, exam answers, and reflective essays.
 - c. Improve written and visual documents in response to feedback.
2. Use Information Effectively and Ethically
 - a. Access and evaluate the reliability of information from varied sources, such as internet and library resources.
 - b. Use information sources ethically and responsibly.
3. Think Critically
 - a. Exercise synthetic, analytic and/or computational/quantitative reasoning as needed to solve problems.
 - b. Raise salient questions about the evidence, inferences, and conclusions of inquiries, including one's own inquiries.
 - c. Infer and assess the ambiguities, assumptions, values, and purposes at issue in inquiries, including one's own work.
4. Understand and Value Differences

- a. Assess how different modes of inquiry and expression are appropriate in varied cultural and disciplinary contexts.
- b. Exercise flexible habits of mind when exposed to diverse opinions, new ideas, and complex societal problems.
- c. Demonstrate knowledge and understanding of the nature of interpersonal, intragroup and intergroup dynamics, and skills.

Included below are the student learning outcomes for the Exploring Perspectives and Building Connections courses, along with each of the attributes. These courses and attributes will have learning objectives to support these outcomes. *These outcomes are not included in the curriculum map, as that is for the program and these are at the course level.* However, you can see the alignment from the course levels to the program level.

Exploring Perspectives Student Learning Outcome

Students will demonstrate what they have learned in the course by assessment of the following student learning outcome:

Students will identify the approaches and methodologies of each perspective, use evidence to critically analyze questions and arguments, and describe contributions of this perspective to finding solutions to global and/or local challenges.

Building Connections Student Learning Outcome

Students will demonstrate what they have learned in the course by assessment of the following student learning outcome:

Students will demonstrate the ability to utilize multiple perspectives and make meaningful connections across disciplines and social positions, think conceptually and critically, and solve problems.

Writing Attribute Student Learning Outcome

Students will demonstrate what they have learned in the course by assessment of the following student learning outcome:

Students will demonstrate rhetorical awareness and writing proficiency by writing for a variety of contexts and executing disciplinary genre conventions of organization, design, style, mechanics and citation format while reflecting on their writing development.

Diversity and Equity Attribute Student Learning Outcome

Students will demonstrate what they have learned in the course by assessment of the following student learning outcome:

Students will demonstrate knowledge of how historical and contemporary populations have experienced inequality, considering diversity, power, and equity through disciplinary perspectives to reflect upon how various communities experience privilege and/or oppression/marginalization and theorize how to create a more equitable society.*

*populations including, but not limited to: people from racial/ethnic minorities, women, LGBTQIA+ people, disabled people, people from marginalized communities and societies, socioeconomically disadvantaged communities and/or people from colonized societies

World Cultures and Societies Attribute Student Learning Outcome

Students will demonstrate what they have learned in the course by assessment of the following student learning outcome:

Describe, from one or multiple perspectives, the values, practices, and/or cultural products of at least one non-US culture/society; relate how these values, practices and/or cultural products have shaped their social, historical, political, environmental and/or geographic contexts; and reflect on how the student's own background has influenced their perceptions of other societies and their sense of place in the global community.

Consolidated Quantitative Reasoning Attribute Student Learning Outcome

Students will demonstrate what they have learned in the course by assessment of the following student learning outcome:

Students will demonstrate competency in working with numerical information by critically analyzing quantitative information, generating ideas that are supported by quantitative evidence, assessing the relevance of data and its associated implications in a variety of contexts, and communicating those ideas and/or associated interpretations using various formats (graphs, data tables, equations, oral presentations, or written reflections).

Curriculum Map:

University of Arizona AMS
DEMO AREA

General Education Curriculum Map

Courses and Activities Mapped to General Education Program Learning Outcomes

| | Outcome | | | |
|---|---|---|---|---|
| | Outcome 1: Communicate Effectively a. Interpret and clearly present information in varied formats, such as graphs, charts, and multimedia projects. b. Compose correct and clear written material in multiple formats such as research logs, researched reports, exam answers, and reflective essays. c. Improve written and visual documents in response to feedback. | Outcome 2: Use Information Effectively and Ethically a. Access and evaluate the reliability of information from varied sources, such as internet and library resources. b. Use information sources ethically and responsibly. | Outcome 3: Think Critically a. Exercise synthetic, analytic and/or computational/quantitative reasoning as needed to solve problems. b. Raise salient questions about the evidence, inferences, and conclusions of inquiries, including one's own inquiries. c. Infer and assess the ambiguities, assumptions, values, and purposes at issue in inquiries, including one's own work. | Outcome 4: Understand and Value Differences a. Assess how different modes of inquiry and expression are appropriate in varied cultural and disciplinary contexts. b. Exercise flexible habits of mind when exposed to diverse opinions, new ideas, and complex societal problems. c. Demonstrate knowledge and understanding of the nature of interpersonal, intragroup and intergroup dynamics, and skills. |
| Courses and Learning Activities | | | | |
| ABOR WC Written Communication Assessment <small>As part of the tri-university assessment project, student artifacts will be evaluated for this outcome.</small> | A | | | |
| ABOR QR Quantitative Reasoning Assessment <small>As part of the tri-university assessment project, student artifacts will be evaluated for this outcome.</small> | | A | | |
| ABOR CT Critical Thinking Assessment <small>As part of the tri-university assessment project, student artifacts will be evaluated for this outcome.</small> | | | A | |
| ABOR CK Civic Knowledge Assessment <small>As part of the tri-university assessment project, student artifacts will be evaluated for this outcome.</small> | | A | | A |
| Writing attr. Signature Assignments <small>GE courses with writing attribute will use signature assignments to assess student's performance of this outcome.</small> | A | | | |
| Diversity Signature Assignments <small>GE courses with Diversity and Equity attribute will use signature assignments to assess student's performance of this outcome.</small> | | | | A |
| World Cult Attr Signature Assignments <small>GE courses with World Cultures and Societies attribute will use signature assignments to assess student's performance of this outcome.</small> | | | | A |
| Quant Reas Attr Signature Assignments <small>GE courses with Quantitative Reasoning attribute will use signature assignments to assess student's performance of this outcome.</small> | | A | | |
| Recertification Course review <small>Every 5-7 years, every GE approved course will have to be renewed as a GE offering. This will include submission of learning assessments with findings of one or more of the four general education student learning outcomes.</small> | A | A | A | A |
| Survey Exit survey (Indirect) <small>All students will be required to self-assess their level of attainment of the General Education Student Learning Outcomes in the exit course, UNWV 301.</small> | A | A | A | A |
| Legend : | I Introduced | P Practiced | A Assessed | I/P Introduced/Practiced |

4. **ASSESSMENT PLAN FOR STUDENT LEARNING** – Using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the general education coursework. Add rows as needed. Delete EXAMPLE row.

| Learning Outcomes | Source(s) of Evidence | Assessment Measures | Data Collected Points |
|--|---|---|---|
| <p>1.Communicate Effectively a. Interpret and clearly present information in varied formats, such as graphs, charts, and multimedia projects. b. Compose correct and clear written material in multiple formats such as research logs, researched reports, exam answers, and reflective essays. c. Improve written and visual documents in response to feedback.</p> <p>ABOR competencies: written and oral communication teamwork</p> | <p>ABOR Written Communication Signature assignments Writing self-placement artifacts Rubric scored Timeline: Fall 21-Spring 22; then every 4 years</p> <p>Foundations Writing English Composition I and II Annual assessment of writing program by department Other possibilities: compare to upper division student writing via signature assignments, etc.</p> <p>Writing Emphasis courses Upper division writing emphasis courses (non GE) within major programs Develop system of collecting artifacts and assessing for written communication (and other areas if appropriate)</p> <p>Writing Attribute courses EP/BC courses approved for writing attribute Signature assignments Rubric scored</p> <p>EP/BC courses Oral and/or written assignments and activities</p> | <p>Signature assignments as well as other course exams, papers, projects, etc.</p> <p>Self-reflections of portfolio of work from all general education courses.</p> <p>Exit survey of general education outcomes.</p> | <p>Findings will be collected annually with key reviews at time of course recertification. University-wide findings from ABOR assessments will be measured annually with rotating outcomes.</p> |

| | | | |
|---|--|---|---|
| | <p>Collect course level data during course re-approval process and/or Academic Program Review</p> <p>Co-curricular assessments to be determined (once campus returns to full-in-person and these activities can resume)</p> | | |
| <p>2. Use Information Effectively and Ethically</p> <p>a. Access and evaluate the reliability of information from varied sources, such as internet and library resources.</p> <p>b. Use information sources ethically and responsibly.</p> <p>ABOR competencies: Critical thinking, Teamwork, Quantitative reasoning, Economic theory, US History, Time management</p> | <p>ABOR Critical Thinking assessment Signature assignments Rubric scored</p> <p>ABOR Quantitative Reasoning assessment Signature assignments Rubric scored</p> <p>Quantitative Reasoning Attribute courses EP/BC courses approved for QR attribute Signature assignments Rubric scored</p> <p>EP/BC courses Course assignments/activities Collect course level data during course re-approval process and/or Academic Program Review</p> <p>UNIV 101/301 courses Select assignments</p> <p>Co-curricular assessments to be determined (once campus returns to full-in-person and these activities can resume)</p> | <p>Signature assignments as well as other course exams, papers, projects, etc.</p> <p>Self-reflections of portfolio of work from all general education courses.</p> <p>Exit survey of general education outcomes.</p> | <p>Findings will be collected annually with key reviews at time of course recertification. University-wide findings from ABOR assessments will be measured annually with rotating outcomes.</p> |

| | | | |
|---|--|---|---|
| <p>3. Think Critically a. Exercise synthetic, analytic and/or computational/quantitative reasoning as needed to solve problems. b. Raise salient questions about the evidence, inferences, and conclusions of inquiries, including one’s own inquiries. c. Infer and assess the ambiguities, assumptions, values, and purposes at issue in inquiries, including one’s own work.</p> <p>ABOR competencies: Critical thinking, Teamwork, Quantitative reasoning, Economic theory, US History, Time management</p> | <p>ABOR Critical Thinking assessment Signature assignments Rubric scored</p> <p>ABOR Quantitative Reasoning assessment Signature assignments Rubric scored</p> <p>Quantitative Reasoning Attribute courses EP/BC courses approved for QR attribute Signature assignments Rubric scored</p> <p>EP/BC courses Course assignments/activities Collect course level data during course re-approval process and/or Academic Program Review</p> <p>Foundations Writing English Composition I and II</p> <p>UNIV 101/301 courses Select assignments</p> <p>Co-curricular assessments to be determined (once campus returns to full-in-person and these activities can resume)</p> | <p>Signature assignments as well as other course exams, papers, projects, etc.</p> <p>Self-reflections of portfolio of work from all general education courses.</p> <p>Exit survey of general education outcomes.</p> | <p>Findings will be collected annually with key reviews at time of course recertification. University-wide findings from ABOR assessments will be measured annually with rotating outcomes.</p> |
| <p>4. Understand and Value Differences a. Assess how different modes of inquiry and expression are appropriate in varied cultural and disciplinary contexts.</p> | <p>ABOR Civic Knowledge assessment Signature assignments Rubric scored</p> <p>Diversity and Equity Attribute EP/BC courses approved for Diversity and Equity attribute</p> | <p>Signature assignments as well as other course exams, papers, projects, etc.</p> <p>Self-reflections of portfolio of work from all general education courses.</p> | <p>Findings will be collected annually with key reviews at time of course recertification. University-wide findings from ABOR assessments will be measured annually with rotating outcomes.</p> |

| | | | |
|---|--|---|--|
| <p>b. Exercise flexible habits of mind when exposed to diverse opinions, new ideas, and complex societal problems.</p> <p>c. Demonstrate knowledge and understanding of the nature of interpersonal, intragroup and intergroup dynamics, and skills.</p> <p>ABOR competencies: Critical thinking, Teamwork, Quantitative reasoning, Economic theory, US History, Time management. Intercultural Competencies; Civility; Diversity and Inclusion</p> | <p>Signature assignments Rubric scored World Cultures and Societies Attribute EP/BC courses approved for World Cultures and Societies attribute Signature assignments Rubric scored EP/BC courses Course assignments/activities UNIV 101/301 courses Select assignments</p> <p>Co-curricular assessments to be determined (once campus returns to full-in-person and these activities can resume)</p> | <p>Exit survey of general education outcomes.</p> | |
|---|--|---|--|

Appendix 1

Defining the Perspectives in Exploring Perspectives

The following do not necessarily represent all disciplinary perspectives, but are broad umbrella categories that invite instructors to identify the best place for the methodologies they will have students practice in their courses.

Perspective of an Artist

Addresses creative expressions and aesthetic values of people and communities, past and present. Artists observe, interpret, create, and practice in many media to create meaning, expression, and communication. Understanding an artist's perspective requires examining what led to the expression, why a creation was made, how the art was formed, and whether it created meaning for others beyond the artist or their community. Artists often passionately believe they can shape the world around them, but the results can be ineffable. Uncovering the artist's perspective can help students value their own and others' tastes. Artist perspective courses may include exploring the current and historical creative work of individuals and communities; analyzing artistic techniques, styles, and/or materials in relation to creative expression; understanding ethical, social, and political impacts of artistic practices and works; and creating artistic works of one's own in order to meaningfully contribute to a shared creative future.

What questions or types of questions does the Artist ask or explore?

- What is the best process to express a thought/feeling/idea?
 - How do you make the internal, external?
 - How does one embody intentions?
- How do you collaborate and share a vision with co-creators?
- Who is the audience and how will their observation effect the creative process?
- How do you create to someone else's specifications?

What are the key Tools, Methods, and Approaches of the Artist?

- Understanding and telling stories with light, movement, space, shape, materials, sound, and/or time
- Observation
- Reflection
- Practice and repetition

- Process over product
- Communication

Why is the artist perspective important?

- Encourages one to be present, mindful and in the moment
- Enables one to connect emotionally to a perspective, and to understand one's taste
- Assists one to translate the internal into the external, or to process feelings
- Provides the tactile experience of being within the creative process
- Allows one to see things from different perspectives
- Strengthens the ability to sit with questions that have no answers

Perspective of a Humanist

Critically and often historically examines the full spectrum of human cultures and products, including material objects and structures, languages, literatures, philosophies, religions, thought, and consciousness. The humanist perspective may also include approaches more properly called post-, anti-, or trans-humanist. Courses that explore the perspective of the humanist may include close-reading and evaluation of current and historical materials; analyzing concepts and strategies of meaning making of individuals and communities; and addressing ethical problems of being and doing, from multiple points of view, to meaningfully contribute to a shared human experience.

What questions or types of questions does the Humanist ask or explore?

Questions humanists are interested in include:

- How do human experiences differ and/or remain constant across boundaries of time, culture, and space?
- How do cultural, linguistic, and social conventions influence consciousness?
- How can cultural constructs, social practices, and historical moments be rational, equitable, and/or sustainable?
- How can understandings of the past inform our understandings of the present and the future?
- What are the meanings and purposes of our lives?

What are the key Tools, Methods, and Approaches of the Humanist?

- Close reading, critical and contextual analysis
- Situating evidence within its cultural, historical, literary, and/or linguistic contexts
- Abstract and theoretical reasoning, including theory-based approaches to knowledge
- Engaging with the work of other scholars to develop scholarly consensus
- Asking questions that push for deeper, more nuanced understanding

Why is the Humanist perspective important?

The perspective of the Humanist allows you to ...

- better situate yourself and your culture within the context of humanity as a whole.
- broaden and deepen your understanding of humanity and the range of human experiences.
- understand the values of knowledge created for non-utilitarian objectives.
- grapple with multiple (and often conflicting) viewpoints on the same question or idea.
- understand the complicated ways that culture, ideas, things, language, and texts are interconnected.

Perspective of a Social Scientist

Analyzes how people behave and interact at the level of the individual, the family, social and ethnic groups, regions, and formal institutions. Social Scientists seek to explain and predict, as both cause and effect: language, social attitudes and norms, religion, culture, informal social structures, political and economic organization, the distribution of wealth and power, demographics and diversity, cooperation, conflict, and changes in the natural environment. Courses that explore the perspective of the social scientist may include exploring current and historical societies and their interactions; analyzing motivations, behaviors, and developments of institutions, communities, and individuals; addressing problems in the relationship to self and others; and ethical impacts of these studies from multiple points of view, to meaningfully contribute to a shared global community.

What questions or types of questions does the Social Scientist ask or explore?

- When did a specific society emerge, and how has it developed over time?
- What kind of system provides the best outcome per dollar spent?
- What physical and environmental factors determine where humans live?
- What critical circumstances and events have placed societies in conflict?

- How is one group's language related to the languages of nearby groups?
- Who has power in a society and how does this change?
- How should mental health be defined, and who defines it?
- What are society's social classes, and is there mobility between classes?

What are the key Tools, Methods, and Approaches of the Social Scientist?

- Collecting and interpreting received data from texts, surveys, direct observation, and physical and cultural artifacts
- Creation of experimental data, where practical, subject to protocols concerning experimentation on human subjects
- Statistical interpretation of incomplete and imprecise quantitative data, to find and test causal relationships
- Theoretical modeling, in some cases highly mathematical, of human and institutional behavior
- Introspection and application of personal experience

Why is the Social Scientist perspective important?

The perspective of the Social Scientist ...

- provides guidance into how to organize institutions to achieve widely held goals, including but not limited to: political stability, higher standards of living, protection of minorities and sustenance of the less fortunate, non-destructive resolution of conflict, assurance of basic rights, the advance of scientific knowledge, and securing all of the same for future generations.
- provides insights to help individuals and groups navigate complex societies effectively and help answer eternal questions about the fundamental nature of human society and our individuals roles in it.
- complements the humanities and the natural sciences in many cases.

Perspective of a Natural Scientist

Analyzes and critically questions natural phenomena through the scientific method, and collects empirical evidence through observation and experimentation to explore, interpret, and create understanding of the physical world and its complex interrelations. Courses that explore the perspective of the natural scientist may include exploring physical, chemical and biological processes; analyzing how these processes have been shaping the natural world; applying the scientific method to solve problems with the help of empirical and data-driven approaches; and the ethical and broader impacts of these approaches from multiple points of view, to meaningfully contribute to a shared future.

What questions or types of questions does the Natural Scientist ask or explore?

- Questions of how to describe, predict, and understand natural phenomena:
 - How can we describe the observed aspects of the physical world in the context of natural laws to build models and make predictions?
 - How, when, and why do natural phenomena occur?
 - How do physical processes within the natural world work and relate to each other?
- Questions of the role of science in the pursuit of knowledge, and informing ethical solutions to local and global challenges:
 - How can the scientific method, data collection, and interpretation provide evidence-based solutions for the challenges facing humans and/or other entities in the natural world?
 - How do humans interact with the natural world and what are the impacts of these interactions?
 - How do we engage the public in learning the importance of the scientific process, and the necessity of science for solving local and global problems?

What are the key Tools, Methods, and Approaches of the Natural Scientist?

- Inquiry, observation, prediction, hypothesizing, and gathering empirical and/or experimental evidence
- Critical evaluation and interpretation of evidence and data
- Connecting gathered evidence to scientific principles, theories, or laws to establish support for or rejection of a proposed hypothesis
- Scientific and quantitative reasoning
- Application of scientific findings and approaches to create solutions for real-world problems

Why is the Natural Scientist perspective important?

The perspective of the Natural Scientist allows you to ...

- deepen your understanding of the natural world and appreciate the basis for our understanding of natural phenomena.
- gain the necessary skills offered through the scientific process to critically question established knowledge and revise theories in light of new discoveries.
- recognize the challenges and solutions rooted in human interactions with the natural world.
- apply scientific reasoning to assess and solve problems.

Diversity within the Curriculum

Diversity and inclusion will be embedded throughout Exploring Perspectives and Building Connections courses in addition to the two required diversity attribute courses in the general education curriculum. The goal is to disassemble monolithic, cohesive images of the people who work in disciplinary fields along the lines of “The Scientist, The Artist,” and so on, by encouraging sustained engagement with, respecting, and learning from the diverse people and approaches, including those of marginalized groups and social identities such as BIPOC, LGBTQIA+, disabled people, women, and more, that are an important part of these perspectives. (*Diversity Attribute courses will incorporate diversity, equity, and inclusion as a main component of coursework and assessment.)

Course Objectives and Student Learning Outcomes

Course objectives

should highlight the unique pathways students will take in your course to reach desired learning outcomes.

Student learning outcomes

describe what students should be able to do and/or demonstrate upon completing your course.

Exploring Perspectives Course Objectives:

Exploring perspectives courses should provide students with ample opportunities to engage with practicing the approaches of the Artist, Humanist, Social Scientist, or Natural Scientist. As such, we recommend using and/or adjusting the following **EP course objectives**:

- *Describe the importance of contributions, approaches, and methodologies of the Artist, Humanist, Social Scientist, Natural Scientist to the world at large.*
- *Demonstrate (either in writing, discussion or presentation) the knowledge, research, and/or approaches of the Artist, Humanist, Social Scientist, Natural Scientist using evidence and/or supportive examples.*
- *Identify contributions of diverse Artists, Humanists, Social Scientists, Natural Scientists in recognizing the complexity of questions and challenges addressed by that perspective.*
- *Apply the perspective of the Artist, Humanist, Social Scientist, Natural Scientist to critically analyze, interpret, and present primary materials and/or data to help formulate questions, arguments, or hypotheses.*
- *Explain and/or provide examples of how the Artist, Humanist, Social Scientist, Natural Scientist perspective can contribute to solving local and/or global challenges.*

Exploring Perspectives Student Learning Outcome:

Students who complete Exploring Perspective courses should be able to demonstrate what they have learned in the course by assessment of the following **EP student learning outcome**:

Students will identify the approaches and methodologies of each perspective, use evidence and/or knowledge generated within the disciplinary perspective to critically analyze questions, ideas, and/or arguments, and describe contributions of this perspective to finding solutions to global and/or local challenges.

We invite instructors to think creatively about how they can adopt and adjust the above learning outcome to best suit their own courses.