GENERAL EDUCATION REFRESH

A presentation of curriculum, rollout, instructor support, and policies pertinent to the General Education Refresh
This presentation is meant to provide an overview of the General Education curriculum and implementation.

<table>
<thead>
<tr>
<th>SECTION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Includes visualizations of the new curriculum and brief descriptions of its basic elements.</td>
</tr>
<tr>
<td>Rollout</td>
<td>Covers current plans for implementing the new curriculum, especially the soft rollout for Spring 2022 matriculants.</td>
</tr>
<tr>
<td>Instructor Support</td>
<td>Provides important information about the Office of General Education and resources for instructors and staff.</td>
</tr>
<tr>
<td>Parameters &amp; Policies</td>
<td>Contains overviews of select parameters and policies.</td>
</tr>
</tbody>
</table>
CURRICULUM
Curriculum “Big Picture”

Below is a visualization of the Gen Ed Refresh Curriculum. Elements inside the rectangle are part of the Core Courses (Exploring Perspectives, Building Connections, and the Attributes).
Our new Gen Ed Program, composed of Entry, Core, and Exit courses, fulfills our vision of providing students with a meaningful and customized General Education experience.

<table>
<thead>
<tr>
<th>Entry Courses</th>
<th>Core Courses</th>
<th>Exit Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Gen Ed Experience</td>
<td>Exploring Perspectives</td>
<td>Gen Ed Portfolio</td>
</tr>
<tr>
<td>1 unit</td>
<td>12 units</td>
<td>1 unit</td>
</tr>
<tr>
<td>Foundations</td>
<td>Building Connections</td>
<td></td>
</tr>
<tr>
<td>9 units (variable)</td>
<td>9 units</td>
<td></td>
</tr>
</tbody>
</table>
Attributes are attached to Core Courses, enabling students to pursue academic and professional interests while also gaining a significant breadth of disciplinary and interdisciplinary perspectives.
What’s Driving the Gen Ed Program Design?

General Education has not been substantially revisited at UArizona since 1998. The Gen Ed Refresh initiative has been designed around the following priorities:

- Courses in the new Gen Ed initiative facilitate engaged learning, perspective-taking, and reflection on learning;
- The new Gen Ed initiative increases relevance and transferability of the students’ experience at UArizona;
- Students build connections between courses and their professional and academic goals;
- The Gen Ed initiative should afford more autonomy to students.
New Entry & Exit Courses

The new Gen Ed curriculum introduces and develops interdisciplinary thinking, perspective-taking, and reflection. Students begin with an introduction to GE and end with development of an ePortfolio to showcase their learning.

Introduction to the General Education Experience
1 unit. A course introducing students to General Education & its conceptual foundations (interdisciplinary thinking, perspective-taking, reflection on learning).

General Education Portfolio
1 unit. A course designed to help students reflect upon and make meaning of the General Education experience through the refinement of their ePortfolio.
Core Courses

Core Courses shift learning goals from just acquiring disciplinary knowledge (what we know) to practicing perspective-taking (how we think, know, and do) within and across various disciplines. Core Courses can be taken in any order.

Exploring Perspectives (EP)
12 units, 4 courses. EP courses introduce students to ways of thinking, knowing, and doing in different disciplines. Students must take one course each that introduces the Artist, Humanist, Natural Scientist, and Social Scientist perspectives.

Building Connections (BC)
9 units, 3 courses. BC courses bring together modes of thinking from two or more disciplines and/or perspectives in order to foster more comprehensive understanding of questions, ideas, challenges, and/or problems.
Attributes

The Gen Ed Refresh adds Attributes to core courses that emphasize one or more skills, methodologies, and/or contexts that frame the course content.

Diversity & Equity (D&E)
6 units, 2 courses. The D&E Attribute explores issues of equality, power, and social justice for marginalized populations. One course must focus on U.S. contexts.

World Cultures & Societies (WCS)
3 units, 1 course. The WCS Attribute explores the perspectives, impact, interactions and change within one or more cultures outside U.S. contexts.

Quantitative Reasoning
6 units, 2 courses. The QR Attribute challenges students to generate, analyze, and/or interpret quantitative information to construct coherent and evidence-based arguments.

Writing
6 units, 2 courses. The Writing Attribute incorporates meaningful writing opportunities, building on students’ ability to respond to a range of writing situations.
Signature Assignments

A Signature Assignment is an assignment that demonstrates at least one key learning outcome from a Gen Ed Refresh course. These assignments emphasize students’ meaning-making and connect their learning to perspective-taking and interdisciplinary thinking. These assignments will also be included in the learning ePortfolio. Instructors should keep in mind the following:

- All courses must carry at least one Signature Assignment for both BC and/or EP learning outcomes and attribute learning outcomes as appropriate;
- The Signature Assignment should emphasize diversity, equity, and inclusion through accessibility, universal design, and the representation of diverse voices.
Signature Assignment Examples

Instructors are free to shape Signature Assignments and should note that they will become part of students’ Gen Ed ePortfolios to represent their engagement in the curriculum. Examples may 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;
- Creative endeavors (artistic, design, technological, problem solving).
ePortfolios

The General Education ePortfolio is a learning portfolio. According to the Association of American Colleges & Universities, learning ePortfolios are a high-impact practice that enhances the demonstration and assessment of student learning. Students will collect work throughout their General Education experience in order to:

- Reflect on their learning;
- Form connections between courses and their majors;
- Develop digital literacy skills.
General Education Program Learning Outcomes

❖ Communicate effectively
  ○ Interpret and clearly present information in varied formats, such as graphs, charts, and multimedia projects.
  ○ Compose correct and clear written material in multiple formats such as research logs, researched reports, exam answers, and reflective essays.
  ○ Improve written and visual documents in response to feedback.

❖ Use information effectively and ethically
  ○ Access and evaluate the reliability of information from varied sources, such as internet and library resources.
  ○ Use information sources ethically and responsibly.

❖ Think critically
  ○ Exercise synthetic, analytic and/or computational/quantitative reasoning as needed to solve problems.
  ○ Raise salient questions about the evidence, inferences, and conclusions of inquiries, including one’s own inquiries.
  ○ Infer and assess the ambiguities, assumptions, values, and purposes at issue in inquiries, including one’s own work.

❖ Understand and value differences
  ○ Assess how different modes of inquiry and expression are appropriate in varied cultural and disciplinary contexts.
  ○ Exercise flexible habits of mind when exposed to diverse opinions, new ideas, and complex societal problems.
  ○ Demonstrate knowledge and understanding of the nature of interpersonal, intragroup and intergroup dynamics, and skills.
Core Courses Learning Outcomes

Students will demonstrate what they have learned in Exploring Perspectives and Building Connections courses by assessment of the following student learning outcomes:

Exploring Perspectives
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
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.
Attributes Learning Outcomes

Diversity & Equity
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.

Quantitative Reasoning
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).

World Cultures & Societies
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
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.
Wilma Scenario

Wilma arrives to the University of Arizona with an interest in the natural sciences, particularly physics. She hopes to become a Physics Major but has not decided on a Minor.
To satisfy the requirements of the GE Refresh, Wilma will have to take Foundations courses, four EP courses, three BC courses, and satisfy the four Attributes. She’ll also take the Entry and Exit Courses.

<table>
<thead>
<tr>
<th>Foundations</th>
<th>Exploring Perspectives</th>
<th>Building Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I and II</td>
<td>Perspective: Artist</td>
<td>Perspective: Interdisciplinary</td>
</tr>
<tr>
<td>Foundations Writing</td>
<td>Course: The Art of China’s Minorities</td>
<td>Course: Data, Privacy, and Freedom</td>
</tr>
<tr>
<td></td>
<td>Attributes: WCS; DE</td>
<td>Attributes: QR; WCS</td>
</tr>
<tr>
<td>Calculus and Analytic Geometry</td>
<td>Perspective: Humanist</td>
<td>Perspective: Interdisciplinary</td>
</tr>
<tr>
<td>Foundations Math</td>
<td>Course: Haunted Houses in Am Literature</td>
<td>Course: The Challenges of Climate Change</td>
</tr>
<tr>
<td></td>
<td>Attributes: W; DE</td>
<td>Attributes: QR; WCS</td>
</tr>
<tr>
<td>Foundations Language met by exam (0 credits)</td>
<td>Perspective: Natural Scientist</td>
<td>Perspective: Interdisciplinary</td>
</tr>
<tr>
<td></td>
<td>Course: Desert Ecology</td>
<td>Course: Science &amp; Practice of Happiness</td>
</tr>
<tr>
<td></td>
<td>Attributes: QR; W</td>
<td>Attributes: W</td>
</tr>
<tr>
<td></td>
<td>Perspective: Social Scientist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course: Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attributes: DE; QR</td>
<td></td>
</tr>
</tbody>
</table>
# A Selection of Wilma’s Learning

The new Core Courses section of the GE Refresh aligns with ABOR Knowledge Areas, preparing students for a dynamic world.

<table>
<thead>
<tr>
<th>ABOR Knowledge Areas</th>
<th>Relevant Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition, communication, and rhetoric</td>
<td>5 Courses: Composition I and II (Foundations), Haunted Houses in American Literature, Desert Ecology, and Science and Practice of Happiness</td>
</tr>
<tr>
<td>Mathematics and quantitative reasoning</td>
<td>5 Courses: Calculus and Analytic Geometry (Foundations), Desert Ecology, Introduction to Linguistics, Data, Privacy, and Freedom; Climate Change</td>
</tr>
<tr>
<td>Literature, fine arts, humanities, natural sciences, social and behavioral sciences</td>
<td>7 courses: Art of China’s Minorities; Intro to Linguistics; Desert Ecology; Haunted Houses in Am. Literature; Data, Privacy, &amp; Freedom; Climate Change, Happiness</td>
</tr>
<tr>
<td>American Institutions</td>
<td>Introduction to GE (First-Year civics assessment with recommendations); Composition II; Introduction to Economics; Data, Privacy, and Freedom.</td>
</tr>
</tbody>
</table>
Wilma Graduates

Wilma majors in Physics and has decided to Minor in Economics because of her experiences in General Education, which introduced her to the role of the discipline in solving grand problems.
ROLLOUT
A Tale of Two Gen Eds

The Gen Ed Refresh will rollout in Spring 2022 for Spring matriculants only. The current Gen Ed curriculum (Tiers) will continue to operate in parallel with the Refresh for at least five years before phasing out. Below is a visualization of anticipated enrollment* in the respective programs.

*Tier I graphs are not shown due to space constraints. The graph is based on anticipated trends and not on official projections.
Gen Ed Course Demand Spring 2021

Spring matriculants present different demand levels for General Education courses than Fall matriculants. Below is an example from Spring 2021:

- Spring freshmen matriculants took an average of 2.39 General Education courses their first semester.
- Spring Transfer matriculants took an average of 1.87 General Education courses their first semester.
- Spring Freshmen matriculants occupied 307 total General Education course seats, of which the majority were T1 INDI (133) and T1 TRAD (119).
- Spring Transfer matriculants occupied 713 total General Education course seats, of which the majority were T1 TRADS (152), T2 INDI (147), and T1 NATS (109).
Which Spring 2022 Core Courses and Why?

The GE Refresh team estimates that seats will need to be reserved in 25 courses that can satisfy learning outcomes in both curricula (Tiered and Refresh). Several of these 25 courses should:

❖ Be in **online modalities** to serve a large proportion of transfer students, a majority of whom will be enrolling through UA Online (see “Enrollment” section of this presentation);
❖ Be **Upper-Division Courses** to assist Transfer students who may not satisfy the Upper-Division Requirement through their respective majors;
❖ Be diverse in their offerings, affording **choices in Exploring Perspectives and Building Connections categories** as well as a **robust offering of Attributes**.
To facilitate a soft rollout of the Gen Ed Refresh for Spring 2022 matriculants, the Office of General Education will work with colleges across UA campuses to organize potential courses into three different groups (A, B, and C). For the Spring 2022 Gen Ed Refresh courses, administrators and instructors are encouraged to keep the following in mind for Group A courses:

❖ Only courses that can fulfill the learning outcomes of both Tiers and Refresh systems will be offered in Spring 2022 as no new courses will be offered in the Gen Ed Refresh in Spring 2022;
❖ Only Group A courses will be considered for Spring 2022;
❖ Group A courses will not be required to follow local and college-level approval; instead, these courses will be reviewed by UWGEC for consistency with both General Education systems.
Group Distinctions

The table below presents the different Groups for the Gen Ed Refresh Rollout. Only Group A courses will be candidates for the Spring 2022 Soft Rollout. Group B and Group C courses will be candidates for the Fall 2022 catalog.

<table>
<thead>
<tr>
<th>TASKS / CHANGES</th>
<th>GROUP A</th>
<th>GROUP B</th>
<th>GROUP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisions to meet Refresh requirements comprise less than 25% of course</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revisions comprise more than 25% of course but not renumbering</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course requires renumbering</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course has been approved for Tiers curriculum</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course has been approved for catalog but not for Gen Ed</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course is new</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
# Soft Rollout Timeline

The following represented important upcoming dates in for Group A courses submitting course proposals for the Spring 2022 soft rollout:

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2021</td>
<td>Group A courses identified by colleges for Spring 2022 rollout</td>
</tr>
<tr>
<td>April 6, 2021</td>
<td>Instructional support events launch: Registration here</td>
</tr>
<tr>
<td>April and May 2021</td>
<td>Group A instructors invited to complete Quick Start Live-Online</td>
</tr>
<tr>
<td>May 7, 2021</td>
<td>Course Proposal Form for Group A course candidates due</td>
</tr>
<tr>
<td>May 2021</td>
<td>UWGEC reviews Group A course candidates</td>
</tr>
<tr>
<td>June 1, 2021</td>
<td>Registrar has received all approved Group A courses for catalog</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>Gen Ed Refresh available to Spring matriculants</td>
</tr>
</tbody>
</table>
UWGEC Course Approval Process

This graphic represents the six steps for an instructor of a Group A course and the general steps necessary for approval. NOTE: This visualization assumes no changes to the course.

**STEP ONE**
Instructor completes Quick Start intro to GE

**STEP TWO**
Instructor submits Course Proposal Form (CPF)

**STEP THREE**
CPF directed to GE Office and Faculty Coordinators

**STEP FOUR***
CPF sent to UWGEC sub-committee for feedback/consensus

**STEP FIVE***
CPF on consent agenda for next UWGEC meeting

**STEP SIX**
Recommendation forwarded to Office of the Registrar

*See next slide for additional details.
GE Faculty Coordinators and Graduate Assistants forward proposals to UWGEC subcommittees for review.

A subcommittee member will be assigned as a lead for each proposal.

The proposal lead will gather and summarize feedback from other subcommittee members and organize for the Faculty Coordinator using the UWGEC Course Proposal Rubric.

The Faculty Coordinator will communicate with the individual who submitted the course proposal to solicit any necessary modifications or further information (if necessary).

When there is unanimous agreement within a subcommittee (and the Faculty Coordinator) about a course proposal, the recommendation will be put on a consent agenda for the next UWGEC meeting.

When there are disagreements within a subcommittee about a course proposal, it will be added to the next UWGEC agenda for full committee review.

Any instructors who are assigned to teach an approved GE course must submit their syllabus to the GE office every semester using the GE Syllabus Collection Form.
INSTRUCTOR SUPPORT
The Office of General Education

The Office of General Education does the following:

- Advocate for student agency & exploration
- Connect and scaffold student learning across the curriculum
- Design curriculum that is relevant to & flexible for a changing world
- Communicate General Education principles and practices across the campus
- Collaborate across disciplines
- Facilitate high quality teaching & engaged learning
- Design holistic assessment & periodic review of courses
- Honor diversities of perspectives and ways of knowing
# The Gen Ed Office Staff

As part of the Gen Ed Refresh initiative, a new office has been created to support instructors, students, and assessment.

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Miller-Cochran, Ph.D.</td>
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<tr>
<td>Devon Thomas, Ph.D.</td>
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</tr>
</tbody>
</table>
Curriculum Coordinators

Building Connections, Exploring Perspectives, and the four Attributes are overseen by dedicated Curriculum Coordinators.

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Ostermeyer, Ph.D.</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Maha Nassar, Ph.D.</td>
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</tr>
<tr>
<td>Aimee Mapes, Ph.D.</td>
<td>Writing Attribute Coordinator</td>
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</tr>
</tbody>
</table>
Instructor Support At A Glance

As part of its mission to facilitate high-quality teaching, the Office of General Education will be offering a variety of different instructor support programs and presentations to assist instructors, including:

- **Quick Start**: An online, course orienting instructors to the new curriculum, both a Live-Online and asynchronous version will be available;
- **Deep Dive Sessions**: Webinars and workshops devoted to university-wide best practices in teaching, course design, and ePortfolios, as well as the new curriculum;
- **Office Hours**: A drop-in Zoom space for colleagues to come and ask questions of the instructors and staff of the Office of General Education.
Quick Start

At the completion of the module-based, self-paced course, participants will be able to:

- Recognize the key elements of the General Education Refresh vision, curriculum, and major features.
- Align course components with Gen Ed curriculum components according to fit.
- Articulate components of courses that align with Gen Ed requirements and those that may need re-tooling or additional support.
- Identify key elements of the signature assignment and reflect on ways to meaningfully incorporate it into course structure.
- Recommend aligned and necessary elements of a new course approval process, infrastructure, and instructor-feedback process moving forward.
Quick Start Live-Online

The Quick Start Live-Online is an intensive week-long course that will enable instructors to rapidly adapt their courses to two Gen Ed curricula. Instructors who choose to sign-up for a Quick Start Live-Online Session can expect to commit to the following timeline:

- **Week-long commitment**: The Quick Start Live-Online will involve a full week commitment (Monday through Friday);
- **~1 hour asynchronous work per day**, which could technically be done before the week of the Live Online sessions (working through the Quick Start Modules);
- **1-2 hours synchronous sessions per day**.
Live Online Quick Start First “Cohort” Sessions

Initially, the Live Online Quick Start will serve Group A instructors proposing courses in Spring 2022. To best assist Group A instructors, the Office of General Education will be offering Live Online sessions to two cohorts of instructors. These cohort sessions and subsequent review periods are provided below:

<table>
<thead>
<tr>
<th>Live Online Cohort Session</th>
<th>UWGEC Approval Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Cohort: <strong>April 26-30</strong></td>
<td>UWGEC First Cohort Review: May 3-7</td>
</tr>
<tr>
<td>Second Cohort: <strong>May 3-7</strong></td>
<td>UWGEC Second Cohort Review: May 10-14</td>
</tr>
</tbody>
</table>
Deep Dive Sessions

The Offices of General Education and Instruction & Assessment are excited to collaborate on topics related to teaching excellence. Registration is required for participation. Upcoming dates and topics:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>Course Proposal and Process for the New Program</td>
</tr>
<tr>
<td>April 12</td>
<td>2-3PM</td>
<td>Building Connections</td>
</tr>
<tr>
<td>April 15</td>
<td>2-3PM</td>
<td>Exploring Perspectives</td>
</tr>
<tr>
<td>April 19</td>
<td>1-2PM</td>
<td>Reframing Diversity in General Education</td>
</tr>
<tr>
<td>April 20</td>
<td>1-2PM</td>
<td>The Writing Attribute</td>
</tr>
<tr>
<td>April 22</td>
<td>2-3PM</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>TBD*</td>
<td>TBD</td>
<td>Entry / Exit Courses and the Gen Ed Student Experience</td>
</tr>
</tbody>
</table>

*Specific dates and times coming soon
Office Hours

The Office of General Education will be hosting open Office Hours in April and May 2021. Office Hours are a drop-in space for anyone to come and ask questions of the faculty and staff of the Office of General Education.

- While intended for instructors transitioning their courses to the new GE curriculum, anyone with questions about the GE program can stop by.
- Tuesday-Friday 10am-3pm. **Fill out a Google Form for the link to the Zoom meeting**
Parameters & Policies At-A-Glance

The Office of General Education is continuing to work closely with constituencies across campus to ensure that the Gen Ed Refresh does not increase student expenses and time toward graduation. Please note that this list and the breakout slides are meant to provide an overview, not to be exhaustive:

- Entry / Exit Courses
- Attributes
- Double dipping
- Transfer credit
Entry / Exit Courses Parameters & Policies

The Gen Ed Refresh creates two 1-unit courses bookending the General Education curriculum. Importantly:

❖ These courses do not increase student unit load: The Gen Ed Refresh is 32 units, including the Entry and Exit courses, a 4 unit reduction from the total requirement of the current Tiers curriculum (36 units total);
❖ Transfer students are not required to take the Entry/Exit courses; however, these courses are available to transfer students who believe that the courses will be a good fit;
❖ The Office of General Education is currently working on models for instruction for the Entry and Exit courses and will work with the Provost’s Office to identify a sustainable approach to instruction.
Attribute Parameters & Policies

The Gen Ed Refresh requires that all Exploring Perspectives and Building Connections courses carry an Attribute. Importantly:

❖ Core Courses must carry at least one Attribute and no more than two Attributes;
❖ Attributes will not be counted toward Graduation credit until Fall 2024, providing time for the Office of General Education to assess whether or not Attribute requirements by type are necessary (e.g. 2 Diversity & Equity, 2 Quantitative Reasoning, etc.) to satisfy institutional and statewide learning outcomes.
Double-Dipping Parameters & Policies

The Office of General Education is committed to ensuring that students are able to use their General Education experience toward discovering new interests. To honor this commitment, the Office is proposing:

- A university-wide policy allowing students to **double-dip up to 9 units from Exploring Perspectives or Building Connections courses** for their Major and / or Minor;
- Neither the Entry / Exit courses nor Foundations courses will be included in the double-dipping policy.
The Gen Ed Refresh is an innovative curriculum that foregrounds perspective-taking and interdisciplinary thinking, presenting unique challenges for transfer credit articulation. As the Office of General Education continues to work with colleagues across campus to develop transfer policies and guidelines, the following principles are guiding our work:

- Transfer credit policies and guidelines must not create additional barriers toward graduation (time, units, or expenses);
- Transfer credit policies and guidelines should be conversant with existing policies and guidelines for the Tiers curriculum whenever possible;
- Transfer credit policies and guidelines should be flexible while also reflective of the integrity of the curriculum.
THANK YOU

provost.arizona.edu/content/general-education-refresh