

SUMMARY OF THE UNIVERSITY OF ARIZONA'S NEW GENERAL EDUCATION CURRICULUM & CROSSWALK

UArizona's General Education curriculum emphasizes reflection and perspective-taking as fundamental activities to support learning and to develop skills, insights, and knowledge that are useful and relevant across a wide context of disciplines and experiences. Consistent with ABOR General Education policy, the new curriculum is designed around the conviction that meaningful learning occurs throughout the undergraduate experience. Rather than satisfy a particular knowledge area through one course--an approach that students overwhelmingly have reported as feeling disconnected from their majors and feeling like checking a box--students in the new curriculum select courses that are carefully designed to align with common learning goals.

In Exploring Perspectives courses (12 units, 3 units per perspective), students explore and practice the varied approaches and ways of reasoning of the Artist, Humanist, Natural Scientist, and Social Scientist. In Building Connections courses (9 units), students employ interdisciplinary and multi-perspective approaches to thinking about big ideas, addressing challenges, and/or solving problems.

All Exploring Perspectives and Building Connections courses carry 1 to 2 Attributes. Attributes emphasize particular skills, methodologies, and/or contexts that frame course content¹: Diversity and Equity (2 required), Quantitative Reasoning (2 required), World Cultures & Societies (1 required), Writing (2 required), and American Institutions/Civic Learning² (2 required).

The new curriculum is framed by two 1-unit courses (UNIV 101 and 301) that introduce students to the new curriculum and help them to develop a portfolio at the end of their General Education experience. UNIV 101 provides students with an understanding of the purpose and value of the courses in General Education and their relationship to the rest of their undergraduate degree and their experience as lifelong learners. UNIV 301 is a Portfolio course where students revisit the signature assignments they completed in their General Education courses and reflect on their learning, the connections they see to their Majors and Minors, and the relevance they perceive to their broader identities as lifelong learners.

¹ Current UArizona policy states that Attribute requirements for graduation will be implemented in Fall 2024.

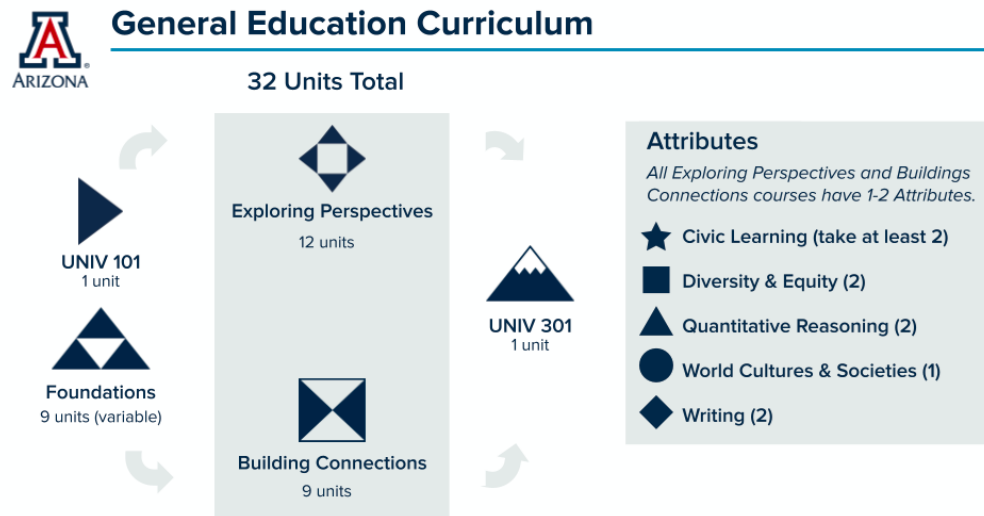
² Details of this Attribute are currently being finalized with input from faculty governance groups.

HOW THE CURRICULUM FULFILLS ABOR POLICY 2-210

The explanations below detail how UArizona’s new General Education curriculum fulfills the four listed items in ABOR Policy 2-210, Section A (Requirements of General Education Programs).

- **A.1. Design:** The new curriculum is organized in three phases, totaling a minimum of 32 credit hours: an introductory phase including UNIV 101 and Foundations courses (Writing, Math, Second Language); a middle phase of Exploring Perspectives and Building Connections courses; and a late phase of UNIV 301. Students develop an understanding of General Education (UNIV 101) and essential skills in Foundations courses, proceed to apply their learning through the exploration of perspectives, and then reflect upon their General Education experience in UNIV 301. Importantly, students are able to take Exploring Perspectives and Building Connections courses simultaneously, enabling greater flexibility and student autonomy. Through this structured but flexible timeline, students receive multiple exposures to knowledge, intellectual skills, and habits. Students cannot avoid areas of core knowledge, intellectual skills, or habits because all Exploring Perspectives and Building Connections courses carry at least one Attribute. For a visualization of the curriculum, please see Exhibit 1, “Visualization...”.

Exhibit 1: Visualization of the new General Education curriculum



- **A.2. Required Knowledge Areas:** Because the new curriculum is designed around perspective-taking and reflection, skills, competencies, and knowledge areas are developed across the course of the academic program rather than being satisfied by completing a single course. An example of multiple engagements is shown in Wilma Wildcat’s General Education experience (Exhibit 2, “Demonstration...”). As the Grand Totals row indicates, Wilma has accumulated 10 Attributes in the course of taking seven Exploring Perspectives and Building Connections courses. Critically, Wilma has engaged each ABOR Knowledge Area and each ABOR Skill / Competency *at least twice* over the course of her General Education experience, ensuring that meaningful learning occurs throughout Wilma’s collegiate career. For the complete list of Wilma’s courses and engagements, please see Exhibit 7, “Wilma’s Pathway” (appended).

Exhibit 2: Demonstration of Wilma’s engagements with ABOR Knowledge Areas and Skills / Competencies over the course of her General Education experience

	# of Attributes	Attributes					# of Knowledge Areas, Skills, & Learning Outcomes	ABOR Knowledge Areas									ABOR Skills / Competencies				
		Civic Learning*	Diversity & Equity	Quantitative Reasoning	World Cultures & Societies	Writing		Literatures	Fine Arts and Humanities	Social and Behavioral Sciences	American Institutions	Natural Sciences	Composition	Ethics and Civility	Diversity and Inclusion		Written and Oral Communication	Critical Thinking	Intercultural Competencies, Diversity, and Inclusion	Application of ideas to real world situations, Ethics	Teamwork
Grand Totals	10	2	2	2	1	3	43	2	2	2	2	3	3	3	4	4	2	5	4	2	2

- **A.2. American Institutions:** Fulfillment of the American Institutions requirement would be accomplished through a proposed two-course requirement: one course that provides *breadth* and covers all aspects of the policy, and one course that students select that covers part of the policy in more *depth*. Far more courses would likely fit into the latter category than the former. A faculty-led task force is finalizing a proposal for the American Institutions/civic learning requirement, and they have also recommended a pilot course taught by multiple faculty that covers all areas of the requirement as an option for the comprehensive course. The task force is also currently in the process of identifying GE courses that meet the learning outcomes for American Institutions/civic learning.
- **A.3. Skills/Competencies:** For a rubric aligning UArizona’s General Education curricular elements with ABOR Knowledge Areas and Skills /Competencies, see Exhibit 4, “Crosswalk” (appended).
- **A.4. Habits of Mind:** The new General Education curriculum is designed to encourage and refine habits of mind associated with successful lifelong learning. The new curriculum facilitates intellectual integrity, metacognition, and reflection (UNIV 101, UNIV 301, Foundations Writing and Math, Writing Attribute); understanding reasoning and evidence (Foundations Writing and Math, Exploring Perspectives, Building Connections, Quantitative Reasoning Attribute, Civic Learning Attribute); open-mindedness to different views (Foundations Second Language, Diversity and Equity Attribute, World Cultures & Societies Attribute); and the pursuit of truth with the personal characteristics of initiative, humility, curiosity, and intellectual commitment (UNIV 101, UNIV 301).

CURRICULUM AND PROCESS

Many General Education courses have now been developed and implemented, and the current full listing is provided in Exhibit 6 (appended). Course proposals continue to be reviewed and approved, and some courses may be removed based upon the recertification process.

Alignment of General Education courses with the goals and objectives in the new curriculum are assured through a process of support, review, and recertification that was outlined by faculty in the early stages of program development and implemented by the Office of General Education. In brief, we maintain high quality in General Education courses through an iterative process of development, review, and recertification:

1. **Course Development:** all faculty proposing courses in the new General Education program must participate in a two-week introductory course that introduces objectives of the curriculum and provides them with hands-on support for developing their course proposals. Instructors assigned to teach courses after they have been developed must participate in a brief version of the course that ensures they are familiar with the General Education program and outcomes.
2. **Course Review:** The faculty-led University-Wide General Education Committee carefully reviews every course proposal for alignment with the learning outcomes before approving, requesting revision, or denying courses.
3. **Course Recertification:** With the support of the HLC Assessment Academy, we are designing a process to revisit every General Education course on a regular basis to determine whether it should be recertified for continued inclusion.

Importantly, the process for course development, review, and recertification ensures that courses with “attractive” titles are robust learning environments for students. As one example, the Exploring Perspectives (Humanist) course HIST 207: Games in Medieval Europe might seem to be about trivial or non-serious content. However, the title draws students into a course that uses four games that have come to symbolize the era--chess, jousting, hunting, and dice games-- to explore the social, political, religious, economic, legal, military, and intellectual history of medieval and early modern Europe. The course satisfies two Attributes (World Cultures & Societies, Writing) and engages students in no fewer than five ABOR Knowledge Areas and Skills / Competencies (see Exhibit 3, “Demonstration of HIST 207 engagements...”).

For HIST 207 to carry both Attributes, the course had to demonstrate the material satisfied Attribute-specific Learning Outcomes and Learning Objectives. Proposers of General Education courses must complete a mini-course which details the background, vision, outcomes, and objectives of all Attributes. All course proposals (and their Attributes) are carefully reviewed by UArizona’s University-wide General Education Committee before being approved.

Exhibit 3: Demonstration of HIST 207 engagements with ABOR Knowledge Areas and Skills / Competencies (Note: Only relevant columns are shown)

	# of Attributes	ATTRIBUTES*		# of Engagements	ABOR KNOWLEDGE AREAS*				ABOR SKILLS / COMPETENCIES**	
		World Cultures & Societies	Writing		Literature	Fine Arts and Humanities	Composition		Written and Oral Communication	Inter-cultural Competencies, Civility, Diversity, and Inclusion
HIST 207 - Games in Medieval Europe	2	●	●	5	●	●	●	●	●	


For a more detailed elaboration of the process of course development, approval, and recertification, please see Exhibit 5, “Guaranteeing High Quality...” (appended).

In addition, the ongoing assessments of various areas in General Education provide data for determining if we need to adjust the curriculum in a particular area to support student learning more effectively.

PROGRAM DEVELOPMENT

The University of Arizona’s new General Education curriculum has been developed over several years with broad input from faculty, advisors, students, and staff at all stages. Detailed information about the approved courses (<https://ge.arizona.edu/approved-gened-courses>), program history (<https://ge.arizona.edu/about/program-history>), the approval timeline (<https://ge.arizona.edu/approval-timeline>), and the people involved (<https://ge.arizona.edu/about/participants-ge-refresh>) are available on the Office of General Education website.

Fig. 4: Crosswalk

UArizona General Education Core Requirements																	
 THE UNIVERSITY OF ARIZONA	Number of Engagements*	Foundations Courses				Exploring Perspectives				Building Connections	Attributes (1-2 attached to each Exploring Perspectives and Building Connections course)					UNIV Courses	
		ENGL 101	ENGL 102	Math		Artist	Humanist	Natural Scientist	Social Scientist		Civic Learning (take 2)	Diversity & Equity (2)	Quantitative Reasoning (2)	World Cultures & Societies (take 1)	Writing (2)	101: Intro to Gen Ed	301: Gen Ed ePortfolio
ABOR Knowledge Areas																	
Literature	4					•	•			All courses in this category address at least two knowledge areas				•			
Fine Arts and Humanities	3					•	•							•			
Social and Behavioral Sciences	3								•		•	•					
American Institutions	2										•	•					
Natural Sciences	4			•				•			•	•					
Composition	6	•	•											•	•	•	
Ethics and Civility	2										•	•					
Diversity and Inclusion	3											•	•	•			
ABOR Skills and Competencies																	
Written and Oral Communication	6	•	•											•	•	•	
Critical Thinking	9	•	•			•	•	•	•	•					•	•	
Intercultural Competencies, Civility, Diversity, and Inclusion	6										•	•	•	•	•		
Application of ideas to real world situations, Ethics	5		•	•						•					•	•	
Teamwork	2														•	•	
Time Management	2														•	•	

* "Minimum number of required courses" refers to the guaranteed minimum number of course requirements in which a student will engage with a particular ABOR policy area or learning outcome.

Fig. 5: Guaranteeing High Quality in UArizona General Education Courses

	Before the Course is Added to the Catalog	Before the Course is Taught	Once the Course is Being Offered
Step One	1a. Proposer of General Education course completes a two-week course about the vision, purpose, and learning outcomes of General Education called Quick Start.	2a. Any instructors assigned to teach the course must either have completed the Quick Start course (for proposing courses) or a condensed version called the Instructor Toolkit, which provides an overview of the vision, purpose, and learning outcomes of General Education.	3a. Signature assignments from the course will be included in the Office of General Education's assessment initiatives, including Tri-University assessments of written communication, quantitative reasoning, critical thinking, and American Institutions/civic learning. These assessments allow us to determine how well students are meeting learning outcomes in various requirement areas connected to ABOR policy.
Step Two	1b. Once the faculty member has completed the Quick Start course, they can submit a course proposal for the General Education program using the standard course proposal process, providing specific GenEd information that is indicated on the Course Proposal Form (CPF)	2b. Instructors have access to a new syllabus template that incorporates best practices for purposes of accessibility and alignment with the new General Education curriculum. Instructors are required to use the exact language of the learning outcomes for the appropriate components of GenEd that the course fulfills in their learning outcomes for the course.	3b. We are implementing a recertification process for all approved General Education courses which will be tied to the Academic Program Review cycle. We have been working on designing and implementing this process through our participation in the HLC Assessment Academy.
Step Three	1c. GenEd Course Proposal Form (CPF) is reviewed by University-wide General Education Committee (UWGEC). Each curricular component of the CPF (e.g., EP: Artist, Writing Attribute) is reviewed by a dedicated UWGEC subcommittee before going up for a vote. Once the course is approved by UWGEC (which might occur after revisions are required from the faculty member), the course is submitted to Curricular Affairs for approval and entry into the catalog.	2c. Every EP and BC course is required to include a Signature Assignment that asks students to demonstrate their achievement of the learning outcomes related to GenEd. The signature assignments are uploaded into an ePortfolio, and they enable the Office of General Education to assess policy and learning outcomes in a more precise and coherent manner. UNIV 301 walks students through the process of reflecting on and completing their ePortfolio for General Education.	3c. Findings from the outcomes assessments and recertification process will lead to proposed changes to improve our General Education program on an ongoing basis. The recertification process will lead to continual refining of our list of classes in General Education, ensuring that only classes that meet the requirements of General Education are being offered in the program.

Fig. 6: List of General Education Courses (as of Jan. 2023)

	# of Attributes	ATTRIBUTES*					# of Engagements	ABOR KNOWLEDGE AREAS*								ABOR SKILLS / COMPETENCIES**			
		Diversity & Equity	Quantitative Reasoning	World Cultures & Societies	American Institutions/ Civic Learning	Writing		Literature	Fine Arts and Humanities	Social and Behavioral Sciences	Natural Sciences	Composition	Ethics and Civility	Diversity and Inclusion		Written and Oral Communication	Critical Thinking	Inter-cultural Competencies, Civility, Diversity, and Inclusion	Application of ideas to real world situations, Ethics
Building Connections																			
ACBS 160D1 - Human and Animal Interrelation	1					•	4			•	•	•				•			
AED 210 - Resiliency+Human Potentl	1					•	3			•	•	•				•			
AFAS 335 - Rap, Culture And God	1	•					4	•	•								•		
AIS 210 - Amer Indian Languages	1	•					3			•							•		
ANTH 201 - Resources and Civilizations	2	•		•			4			•	•						•		
ARC 220 - History Applied Building Tech	1					•	4			•	•	•				•		•	
AREC 365 - Food Economy & Efficiencies	2	•	•				5			•	•						•	•	
ART 150B1 - Engaging Visual Culture	1	•					3		•								•	•	
ART 160D3 - Museums as Cultural & Communit	2	•				•	5		•			•					•	•	
ASTR 214 - Life in the Cosmos	2		•	•			3				•						•	•	
CLAS 160B1 - Meet the Ancients: Greece/Rome	2			•		•	5	•	•			•				•	•	•	
CLAS 305 - Greek+Roman Religion	2			•		•	5	•	•			•				•	•	•	
EAS 201 - Myth, Memory, and Mind	2	•		•			4		•	•							•	•	
EAS 270 - War & Revolution in East Asia	2			•		•	4			•	•						•	•	
ECON 150C2 - Climate Science and Economics	1		•				3			•	•						•		
ECON 205 - Ethics+Econ/Wealth Creat	1					•	3			•		•					•		
ENGL 160A2 - Food Writing	1					•	4	•	•			•					•		
ENGL 307 - Business Writing	1					•	4		•			•					•	•	
ENGL 308 - Technical Writing	1					•	4		•			•					•	•	
ENVS 210 - Environmental Essentials	2		•	•			3				•						•	•	
ENVS 310 - Ecosystem Health and Justice	2	•	•				5			•	•						•	•	
ESOC 150B1 - Social Media and Ourselves	2	•				•	6		•	•		•					•	•	
FREN 231 - Fashion in France and Italy	1			•			2		•								•	•	
GEOS 214 - Life in the Cosmos	2		•	•			3				•						•	•	
GEOS 222 - The Beauty of Landscapes	2		•			•	5			•	•						•	•	
GER 114 - How to Learn a Foreign Language	2		•			•	4			•	•						•	•	
GER 150B1 - Become Transcult:Study Abroad	2	•		•			5		•	•							•	•	
GER 160D1 - Eroticism+Love/Mid Ages	1					•	5	•	•	•		•					•	•	
GWS 150B1 - Gender & Contemporary Society	2	•				•	5			•		•					•	•	
GWS 160C1 - Techn+Soc:Intro Sci+Tech	2	•				•	5			•		•					•	•	
GWS 200 - Gender, Identity, and Power	2	•				•	5			•		•					•	•	
GWS 240 - Gender in Transnational World	2	•				•	5			•		•					•	•	
GWS 242 - Gender & Education	2	•				•	5			•		•					•	•	
GWS 317 - Science Fiction Study	2	•				•	6	•	•			•					•	•	
GWS 321 - Women In Judaism	2	•				•	6		•	•		•					•	•	
HED 242 - Gender & Education	2	•				•	5			•		•					•	•	
HED 397C - Native SOAR	1			•			3			•							•	•	
HIST 150C4 - World Hist 1600-Present	2	•		•			3		•								•	•	
HIST 160D1 - Food & Power in Global History	2			•		•	5			•	•	•					•	•	
HIST 246 - History of American Capitalism	1		•			•*	2			•							•		
HIST 247 - Nature & Technology in US Hist	1					•	4			•	•	•					•		

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		Diversity & Equity	Quantitative Reasoning	World Cultures & Societies	American Institutions/ Civic Learning	Writing		Literature	Fine Arts and Humanities	Social and Behavioral Sciences	Natural Sciences	Composition	Ethics and Civility	Diversity and Inclusion		Written and Oral Communication	Critical Thinking	Inter-cultural Competencies, Civility, Diversity, and Inclusion	Application of ideas to real world situations, Ethics
HIST 270 - War & Revolution in East Asia	2			•		•	4			•		•				•		•	
HIST 362A - Culture Food & Health in Japan	2			•		•	5		•	•		•				•		•	
HNRS 150C1 - Knowledge, Power and Nature	1	•					4			•	•				•			•	
HNRS 160D4 - Musical Heritage of Nrh Amer	2	•				•	5		•			•			•			•	
HNRS 203H - Art and Borders	2			•		•	5		•	•		•				•		•	
HPS 150C1 - Dvlpmnts in Dis & Public Hlth	1					•	4			•	•	•				•			
HPS 300 - Public Health in 21st Century	2	•	•				5			•	•				•		•	•	
HPS 387 - Hlth Disparities & Minor Hlth	1	•					4			•	•				•			•	
HRTS 200 - Introduction to Human Rights	1	•					3			•					•			•	
ISTA 263 - Learning in Information Age	1					•	3			•						•			
ITAL 230 - Intro to Italian Culture	2			•		•	4		•			•				•		•	
(ITAL 231 - Fashion in France and Italy)	1			•			2		•									•	
JOUR 150C1 - News in Society	1					•	3				•					•			
JPN 362A - Culture Food & Health in Japan	2			•		•	5		•	•		•				•		•	
JUS 160D1 - Jewish Thought+Culture	2			•		•	5	•	•			•				•		•	
(JUS 321 - Women In Judaism)	2	•				•	6		•	•		•			•			•	
LAR 350 - Parks and Urban Public Spaces	1					•	4			•	•	•				•			
(LAS 335 - Rap, Culture And God)	1	•					3		•						•			•	
(LING 114 - How to Learn a Foreign Language)	2		•			•	4			•		•				•	•		
LING 150A1 - Language in the World	2	•				•	5			•		•				•		•	
LING 150C1 - Linguistics in the Digital Age	2	•				•	5			•		•				•		•	
LING 210 - Amer Indian Languages	1	•					3			•								•	
(MNE 201 - Resources and Civilizations)	2	•		•			4			•	•					•		•	
MUS 231 - What is Jazz?	1	•					3		•							•		•	
(NAFS 365 - Food Economy & Efficiencies)	2	•	•				5			•	•					•		•	
(PA 205 - Ethics+Econ/Wealth Creat)	1					•	3			•		•				•			
PAH 201 - Applied Humanities Practice	2		•			•	5		•	•		•				•	•		
PAH 230 - Video Games as Artifacts	2	•		•			4		•	•					•			•	
PAH 240 - Some We Love, Some We Eat	1					•	4			•	•	•				•			
PAH 260 - Asian Pacific American Culture	2	•				•	5		•			•			•			•	
PAH 350 - Health Humanities	1					•	5		•	•	•	•				•			
PFFP 150B2 - Personal Finance Foundations	2		•			•	4			•	•					•	•		
(PHIL 205 - Ethics+Econ/Wealth Creat)	1					•	3			•		•				•			
PHP 205 - Telehealth: Not just clin care	1					•	4			•	•	•				•			
PLG 202 - Cities of the World	1			•			2			•								•	
POL 209 - Diversity and Politics	2	•		•			4		•	•					•			•	
(PPEL 205 - Ethics+Econ/Wealth Creat)	1					•	3			•		•				•			
PTYS 212 - Sci+Pol Of Climate Change	2		•			•	5			•	•	•				•	•		
(PTYS 214 - Life in the Cosmos)	2		•	•			3				•						•	•	
RELI 227 - Religion and Film	1			•			2		•									•	
RELI 235 - Religion, Violence, and Terror	2	•		•			3		•	•					•			•	
(RELI 305 - Greek+Roman Religion)	2			•		•	5	•	•			•				•		•	
(RELI 321 - Women In Judaism)	2	•				•	6		•	•		•			•			•	
(RELI 335 - Rap, Culture And God)	1	•					3		•						•			•	
RELI 363 - Religion and Sex	2	•		•			3		•						•			•	

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		Diversity & Equity	Quantitative Reasoning	World Cultures & Societies	American Institutions/ Civic Learning	Writing		Literature	Fine Arts and Humanities	Social and Behavioral Sciences	Natural Sciences	Composition	Ethics and Civility	Diversity and Inclusion		Written and Oral Communication	Critical Thinking	Inter-cultural Competencies, Civility, Diversity, and Inclusion	Application of ideas to real world situations, Ethics	
ENGL 160D2 - Nonhuman Subjects	1					•	3		•				•				•			
ENGL 265 - Major American Writers	1					•	4	•	•				•				•			
ENGL 280 - Intro To Literature	1					•	4	•	•				•				•			
ENGL 300 - Literature and Film	1	•					4	•	•						•				•	
FTV 325 - German Cinema	1					•	3		•				•				•			
FTV 375 - TV and U.S. Culture	2	•				•	5		•				•		•		•		•	
GER 246 - German Culture, Science & Tech	2			•		•	4		•				•				•		•	
GER 273 - Wicked Tales Strange Encounter	1			•			3	•	•										•	
(GER 325 - German Cinema)	1					•	3		•				•				•			
GER 371 - Contemporary German Culture	2			•		•	4		•				•				•		•	
HIST 160B1 - Hist Westrn Civilization	2			•		•	5	•	•				•				•		•	
HIST 160C1 - Making Am Cult:1600-1877	2	•				•	6	•	•				•			•			•	
HIST 203 - Anct Medt:Power+Identity	2			•		•	4		•				•				•		•	
HIST 207 - Games in Medieval Europe	2			•		•	5	•	•				•				•		•	
HIST 277A - Hist Mid East 600-1453	2			•		•	5	•	•				•				•		•	
HIST 277B - People's History Middle East	2	•		•			4	•	•						•				•	
HIST 316 - Warfare and Violence	1					•	3		•				•				•			
HUMS 150B1 - Mind-Altering Substances	2			•		•	5	•	•				•				•		•	
ITAL 250C - Italian Theatre	2			•		•	4		•				•				•		•	
ITAL 330D - Women In Italian Society	2	•				•	5		•				•		•		•		•	
MENA 160A1 - The Religion of Islam	2			•		•	5	•	•				•				•		•	
(MENA 277A - Hist Mid East 600-1453)	2			•		•	5	•	•				•				•		•	
(MENA 277B - People's History Middle East)	2	•		•			4	•	•						•				•	
PAH 160D2 - Living the Good Life	2	•				•	5		•				•		•		•		•	
PAH 160D4 - Life in the City of Tomorrow	2	•				•	5		•				•		•		•		•	
PAH 330 - The Video Game Industry	1					•	3		•				•				•			
PHIL 150B1 - Personal Morality	1					•	4	•	•				•				•			
PHIL 160D1 - Justice and Virtue	1					•*	4	•	•				•				•			
PHIL 220 - Philosophy of Happiness	2			•		•	5	•	•				•				•		•	
RELI 160A1 - Gods, Goddesses & Demons	2			•		•	5	•	•				•				•		•	
RELI 160D4 - Intro to World Religions	1			•			3	•	•										•	
(RELI 277A - Hist Mid East 600-1453)	2			•		•	5	•	•				•				•		•	
RELI 280 - Intro to Bible: New Test	2			•		•	5	•	•				•				•		•	
RSSS 150B1 - East European Cinema Soc Cntxt	1			•			2		•										•	
RSSS 160C2 - Russia: Hist/Global Context	1			•			3	•	•										•	
RSSS 340 - Russian Writers+Society	2			•		•	5		•				•				•		•	
RSSS 345 - WW II: Soviet Cultural Exper	1			•			3	•	•										•	
EP: Natural Scientist																				
ANTH 160D2 - Origins of Hum Diversity	2	•				•	5					•	•		•		•		•	
ANTH 170C1 - The Nature of Humans	1					•	3					•	•				•			
ASTR 170B1 - Exploring Our Universe	1		•				2					•						•		
(ASTR 206 - Exploring Our Solar System)	2		•			•	4					•	•				•		•	
BE 170A1 - Water Use and Sustainability	1		•				2					•						•		
BE 170A2 - Formation Planetary Biosystem	1		•				2					•						•		
CHEM 151 - Chemical Thinking I	1		•				2					•						•		

	# of Attributes	ATTRIBUTES*					# of Engagements	ABOR KNOWLEDGE AREAS*								ABOR SKILLS / COMPETENCIES**			
		Diversity & Equity	Quantitative Reasoning	World Cultures & Societies	American Institutions/ Civic Learning	Writing		Literature	Fine Arts and Humanities	Social and Behavioral Sciences	Natural Sciences	Composition	Ethics and Civility	Diversity and Inclusion		Written and Oral Communication	Critical Thinking	Inter-cultural Competencies, Civility, Diversity, and Inclusion	Application of ideas to real world situations, Ethics
CHEM 152 - Chemical Thinking II	1		•				2				•							•	
CHEM 161 - Honors Chemical Thinking I	1		•				2				•							•	
ENVS 170A1 - Intro Environmental Sci	2		•			•	4				•	•					•	•	
ESOC 210 - Hacking & Open Source Culture	1					•	3				•	•					•		
GC 170A1 - Intro to Global Change	1		•				2				•							•	
GEOG 230 - Our Changing Climate	1		•				2				•							•	
GEOS 170A1 - Earth Stories: Dynamic Planet	1		•				2				•							•	
GEOS 218 - Geol Disasters+Society	1		•				2				•							•	
HNRS 219 - Our Human Footprint	2		•			•	4				•	•					•	•	
HWRS 170A1 - Earth: Our Watery Home	2		•			•	4				•	•					•	•	
MSE 220 - 3-D Printing and the Environ	1		•				2				•							•	
NSC 170C1 - Nutrition, Food, and You	1		•				2				•							•	
PLS 170C2 - Biotechnology & Sustainability	1					•	3				•	•					•		
(PTY5 206 - Exploring Our Solar System)	2		•			•	4				•	•					•	•	
RNR 170C1 - Our Place in Nature: Bio & Env	1		•				2				•							•	
EP: Social Scientist																			
AED 408 - Divers Isu Cntmp Society	1	•					2									•		•	
AFAS 260 - Ethnic & Race Relations in US	1	•					2									•		•	
AFAS 280 - Brazilian Identity	2	•				•	4				•					•		•	
AFAS 376 - Global Soccer	2	•		•			2									•		•	
ANTH 150A1 - Race, Racism, & American Dream	2	•				•	4				•					•		•	
ANTH 150B1 - Many Ways of Being Human	2	•		•			2									•		•	
(ANTH 280 - Brazilian Identity)	2	•				•	4				•					•		•	
ANTH 317 - Latin American Immigration	2	•				•	4				•					•		•	
ECON 200 - Basic Economic Issues	1		•			•*	1											•	
EDP 150B1 - Current Issues Psych of Gender	1	•					2									•		•	
EDP 200 - Evolution+Human Developm	1					•	2				•						•		
ENGL 322 - Word Meaning & Structure	2	•				•	4				•					•		•	
FITS 204 - Consumers & Shopping	1		•				1											•	
FREN 150B1 - Holocaust in France & Italy	2	•				•	4				•					•		•	
(FSHD 200 - Evolution+Human Developm)	1					•	2				•					•		•	
GEOG 222 - Fundamental Geog. Techniques	1		•				1											•	
GEOG 367 - Population Geography	1	•					2									•		•	
GWS 459 - Constructions of Gender	1	•					2									•		•	
HED 350 - Student Outreach	1	•					2									•		•	
HIST 150C2 - Modern Latin America	2	•		•			2									•		•	
HIST 150C3 - U.S.Society+Inst Snc1877	2	•				•*	4				•					•		•	
HPS 178 - Personal Health+Wellness	1					•	2				•					•		•	
HPS 200 - Introduction to Public Health	1					•	2				•					•		•	
(HUMS 376 - Global Soccer)	2	•		•			2									•		•	
(ITAL 150B1 - Holocaust in France & Italy)	2	•				•	4				•					•		•	
LAS 150B1 - Mod Lat Am:Race, Rights, Revol	2	•		•			2									•		•	
(LAS 204 - Comp Politics-Age of Globaliz)	2		•	•			2										•	•	
LAS 280 - Brazilian Identity	2	•				•	4				•					•		•	
LAS 312 - U.S.-Latin America Relations	1	•					2									•		•	

	ATTRIBUTES*						ABOR KNOWLEDGE AREAS*								ABOR SKILLS / COMPETENCIES**			
	# of Attributes	Diversity & Equity	Quantitative Reasoning	World Cultures & Societies	American Institutions/ Civic Learning	Writing	# of Engagements	Literature	Fine Arts and Humanities	Social and Behavioral Sciences	Natural Sciences	Composition	Ethics and Civility	Diversity and Inclusion	Written and Oral Communication	Critical Thinking	Inter-cultural Competencies, Civility, Diversity, and Inclusion	Application of ideas to real world situations, Ethics
(LAS 317 - Latin American Immigration)	2	•				•	4					•		•	•		•	
LING 320 - Language + Social Issues	2	•				•	4					•		•	•		•	
(LING 322 - Word Meaning & Structure)	2	•				•	4					•		•	•		•	
MAS 150B2 - Social Justice	1	•					2							•			•	
MAS 150C1 - Pop Cult/Media+Latin Id	1	•					2							•			•	
(MAS 317 - Latin American Immigration)	2	•				•	4					•		•	•		•	
(PA 312 - U.S.-Latin America Relations)	1	•					2							•			•	
PAH 150A2 - Weird Stuff	1					•	2					•		•				
POL 202 - Intro International Relations	1		•				1									•		
(POL 204 - Comp Politics- Age of Globaliz)	2		•	•	•*		2								•	•	•	
(POL 312 - U.S.-Latin America Relations)	1	•					2							•			•	
(PORT 280 - Brazilian Identity)	2	•				•	4					•		•			•	
PSY 101 - Intro to Psychology	1		•				1									•		
PSY 150A1 - Structure of Mind & Behavior	1		•				1									•		
(PSY 200 - Evolution+Human Developm)	1					•	2					•		•				
SERP 200 - Mass Med+Const Disability	1	•					2							•			•	
SERP 416 - Disability Persp+Narratv	1	•					2							•			•	
SOC 150B1 - Social Issues in America	2	•				•	4					•		•	•		•	
(SOC 260 - Ethnic & Race Relations in US)	1	•					2							•			•	
SOC 324 - Sociology Of Sexuality	1	•					2							•			•	
(SOC 367 - Population Geography)	1	•					2							•			•	
(SOC 459 - Constructions of Gender)	1	•					2							•			•	
(SPAN 280 - Brazilian Identity)	2	•				•	4					•		•	•		•	
TLS 150B1 - Sport, Leisure & Consumer Cult	2	•				•	4					•		•	•		•	
TLS 310 - Lrng Stratgs for Youth/Adults	1					•	2					•		•			•	
RELI 211 - Life After Death	2			•		•	3					•		•	•		•	
Proposed Civic Learning Courses that Cover All Areas of American Institutions Policy*																		
POL 201: American National Government	1				•		5			•			•	•			•	•
POL 203: Political Ideas	1				•		5			•			•	•			•	•
POL 206: Public Policy and Administration	1				•		5			•			•	•			•	•
HIST 150C3: US Society and Institutions	1				•		5			•			•	•			•	•
(I) = Crosslisted course																		
* Details of the American Institutions / Civic Learning Attribute are currently being finalized with input from faculty governance groups. Courses carry the Attribute in this example for demonstrative purposes. The proposal is discussed in more detail on page 3, section A.2. American Institutions.																		
** Time management is a component of virtually every course. Teamwork is actually in many courses via group projects etc. but is not tracked individually by course. For these reasons, these skills / competencies are not represented as columns in the spreadsheet.																		

Fig. 7: Wilma's Pathway

	Attributes						# of Knowledge Areas, Skills, & Learning Outcomes	ABOR Knowledge Areas									ABOR Skills / Competencies					
	# of Attributes	Civic Learning*	Diversity & Equity	Quantitative Reasoning	World Cultures & Societies	Writing		Literature	Fine Arts and Humanities	Social and Behavioral Sciences	American Institutions	Natural Sciences	Composition	Ethics and Civility	Diversity and Inclusion		Written and Oral Communication	Critical Thinking	Intercultural Competencies, Civility, and Inclusion	Application of ideas to real world situations, Ethics	Teamwork	Time Management
UNIV																						
101	0						2															
301	0						2															
UNIV Subtotals	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	2	2		
Foundations																						
ENGL 101	0						3															
ENGL 102	0						3															
MATH	0						1															
Foundations Subtotals	0	0	0	0	0	0	7	0	0	0	0	1	1	0	0	1	1	0	0	0		
Exploring Perspectives																						
ENGL 209 - Intro Creative Writing: Poetry	1						4															
ARH 201 - Survey of Western Art from Prehistory to the Gothic Period	1						5															
PHYS 141 - Introductory Mechanics	1						1															
POL 203: Political Ideas*	2						7															
Exploring Perspectives Subtotals	5	1	1	1	0	2	17	2	2	1	1	1	1	1	2	2	0	3	1	0		
Building Connections																						
ENVS 210 - Environmental Science	2						4															
SOC 202 - Connecting Society & Health	1						4															
PA 205 - Ethics & Economics of Wealth Creation*	2						7															
Building Connections Subtotals	5	1	1	1	1	1	15	0	0	1	1	1	1	2	2	1	1	2	3	0		
Grand Totals	10	2	2	2	1	3	43	2	2	2	2	3	3	3	4	4	2	5	4	2		

*Civic Learning Attribute currently in development. Courses carry the Civic Learning Attribute in this example for demonstrative purposes. The proposal for this Attribute is discussed in more detail on page 3, section A.2. American Institutions.

**General Education represents a portion of a student's degree path. At minimum, a student like Wilma will need to complete 120 units at the University of Arizona to receive her degree (some Majors require more than 120 units). General Education therefore represents approximately a quarter of a student's learning experience (32/120 units) at the University of Arizona.