

University-Wide General Education Committee (UWGEC) Report to Faculty Senate for December 1, 2025 Meeting

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

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

Since my last report, UWGEC held another meeting on November 12, 2025. At that meeting, we made substantial progress on the time-sensitive **implementation of the new Civic Learning requirements**, approved by Faculty Senate on October 6, including a student learning outcome (SLO) and other course review expectations for courses in the new required breadth category course in **Civic Institutions**, as well as formalization of an **Understand and Value Difference Attribute** with an SLO and other course review expectations. The details of the SLOs on November 12, as well as other decisions made at meetings in October (summarized in my November report to Faculty Senate), are included in Appendix B below, which was prepared by the Office of General Education (OGE).

Faculty across campus are now being encouraged to propose courses for the new Civic Institutions category, as well as new or modified courses with the Civic Exploration attribute or the Understand and Value Difference attribute, which are now available along with previous attribute options (e.g., Quantitative Reasoning, World Cultures & Societies, Writing). For a streamlined process to help recognize existing Exploring Perspectives (EP) & Building Connections (BC) courses that already are aligned with the Civic Exploration attribute, and enable these courses to be coded in the system as such, a special eligibility window has been opened up through Dec. 1, 2025 (recently extended to Dec. 15, 2025, to allow time for the UAccess system to be updated to include all the new options), for anyone with an already-approved EP or BC course to complete an abbreviated course proposal form that simply asks for the elements indicating alignment with Civic Exploration (i.e. rationale box, at least one course objective, and integration into signature assignment) to make this process easier for faculty.

OGE staff have already begun providing instructor support and meetings for existing BC and EP courses that are suitable for this expedited process of adding the Civic Exploration attribute, as well as more generally soliciting information on potential Civic Institutions breadth courses and Civic Exploration attribute courses through a website that includes a place to submit an interest form (<https://ge.arizona.edu/civics>). For the seven areas identified under American Institutions in ABOR Policy 2-210 (see Appendix A below), Civic Exploration depth attribute courses are expected to address at least one of them, while Civic Institutions breadth category courses are expected to address all seven areas.

Since the last report, UWGEC has approved the following course for addition to the General Education curriculum:

ANTH 334 Ancient Maya Civilization (EP-Social Scientist, WCS attribute)

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

If anyone has questions about this, or any of the above, please contact me (jvetter@arizona.edu) and I will be happy to explain anything further or convey your feedback and comments to UWGEC.

Appendix A: Excerpt from ABOR Policy 2-210

“The study of American Institutions will include at minimum (I) how the history of the United States continues to shape the present; (II) the basic principles of American constitutional democracy and how they are applied under a republican form of government; (III) the United States Constitution and major American constitutional debates and developments; (IV) the essential founding documents and how they have shaped the nature and functions of American Institutions of self-governance; (V) landmark Supreme Court cases that have shaped law and society; (VI) the civic actions necessary for effective citizenship and civic participation in a self-governing society – for example civil dialog and civil disagreement; and (VII) basic economic knowledge to critically assess public policy options and to inform professional and personal decisions.”

Appendix B : UWGEC Votes, Oct-Nov 2025

(summary prepared by the Office of General Education)

Civic Exploration Attribute Votes:

- SLO: From one or more disciplinary, professional, and/or social perspectives, students will be able to demonstrate how civic knowledge supports the functioning of societies, engaged citizenship, and/or effective government at the local, national, and/or global levels and construct evidence-based arguments about civic action. (Voted on by UWGEC 10/15/25)
- Attribute Features:
 - Courses carrying the Civics Attribute should provide students with a focused exploration of one or more of the seven ABOR areas, but may also include comparative approaches or closely related areas. (Voted on by UWGEC 10/29/25)
 - Only Building Connections and Exploring Perspectives courses will be eligible to carry the Civic Exploration Attribute. Civic Institutions courses are not eligible to carry the Civic Exploration Attribute. (Voted on by UWGEC 10/29/25)
 - Exploration of the selected elements of civics should be significantly woven into the course, similar to the expectations for “depth” of incorporation for the other attributes. (Voted on by UWGEC 10/29/25)
 - Civic elements should be accessible to students from a wide range of disciplinary interests and backgrounds. (Voted on by UWGEC 10/29/25)

Civic Institutions Course Category Votes:

- SLO: From one or more perspectives, students will demonstrate understanding of civic institutions by analyzing the U.S. Constitution and other founding documents; assessing the development of principles and institutions of governance including the judiciary; and applying historical, economic, and other domains of knowledge to inform civic action and participation in public policy and decision making. (Voted on by UWGEC 11/12/25)
- Course Category Features:
 - In order to ensure alignment with the perspective-taking foundations of the Gen Ed program, Civic Institutions courses must name one or more perspectives that will be taken in the course. These may be disciplinary

perspectives, professional perspectives, or social positions. (Voted on by UWGEC 10/29/25)

- Proposers are expected to describe how students will engage with the 7 ABOR areas as part of the course proposal form. (Voted on by UWGEC 11/12/25)
- Similar to EP/BC courses, proposers will be expected to describe how the signature assignment(s) will be addressing the student learning outcomes (CI and Attribute(s)). (Voted on by UWGEC 11/12/25)

Understand and Value Differences Attribute:

- SLO: Students will explore complex problems through both personal reflection and analysis of (often hierarchical) dynamics between and within groups, constructing arguments informed by different human experiences and cultural or disciplinary viewpoints, and connecting systemic issues to group- and individual-level behaviors. (Voted on by UWGEC 11/12/25)
- Attribute Features: (Voted on by UWGEC 11/12/25)
 - **Cultivate awareness** by exploring diverse voices, work, contributions, and approaches.
 - **Build understanding** through careful engagement with different human experiences, viewpoints, and social positions.
 - **Extensively connect and integrate** historical and contemporary human experiences using a systems-thinking approach.
 - **Reflect** (e.g., on personal agency and the impact of social forces).
 - **Communicate** (e.g., build arguments based on flexible habits of mind and considering diverse ideas, opinions, and experiences).