

**EXECUTIVE SUMMARY**

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**Item Name:** Request for General Education Program Approval for University of Arizona

Action Item

**Requested Action:** The University of Arizona asks the board to approve a new General Education Program in accordance with ABOR Policy 2-210 “General Education” and ABOR Policy 2-223 “Academic Locations, Degree Programs and Organizational Units”.

**Background/History of Previous Board Action**

The University of Arizona seeks to implement a new General Education program effective for newly admitted students in the Spring 2022 semester.

This new and revised General Education curriculum has been created, with highly intentional integration of evidence-based teaching and learning principles and developments, by faculty and staff from across the University of Arizona.

The new General Education curriculum at the University of Arizona will eventually replace the current Tiers curriculum beginning with a soft rollout in Spring 2022. Initially, the new curriculum will serve Spring 2022 matriculants; thereafter, the new curriculum will serve subsequent first-year and transfer matriculants, steadily replacing the Tiers GE curriculum over the course of several years.

**Discussion**

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 became clear that the curriculum needed revision.

In Spring 2018, a Task Force consisting of faculty, academic advisors, and other stakeholders developed similar recommendations based on data collected from students, colleagues and alumni. During the summer of 2018, a five-member team led by Gail Burd participated in the AAC&U General Education Institute and initiated a Team Action Plan, designed to execute the recommendations from the Task Force. Following the initiation of that effort, the 2019 University of Arizona Strategic Plan placed General Education in Pillar One, providing the opportunity to continue work on revision of the curriculum and program to re-create the general education experience at the university.

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Additionally, the Arizona Board of Regents' revised General Education policy 2-210 in June 2019 provided an exigence and clear guidelines for finalizing the revision of the curriculum and program. The opportunity to collaborate among the three state institutions to create a new, shared assessment approach to General Education has also inspired and guided UA's thinking about how to revise the curriculum and help students effectively reflect and build upon their learning.

### **Committee Review and Recommendation**

The Academic Affairs and Educational Attainment Committee reviewed this item at its May 27, 2021 meeting, and recommended forwarding the item to the full board for approval.

### **Statutory/Policy Requirements**

ABOR Policy 2-210 "General Education"

ABOR Policy 2-223 "Academic Locations, Degree Programs and Organizational Units"

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**Request to Establish New Academic Program in Arizona**

**University:** University of Arizona

<b>Name of Proposed Academic Program:</b> <i>New General Education Program for the University of Arizona</i>
<b>Academic Department:</b> Office of General Education, Office of the Provost
<b>Geographic Site:</b> All available at the University of Arizona
<b>Instructional Modality:</b> All available at the University of Arizona
<b>Total Credit Hours:</b> 32
<b>Proposed Inception Term:</b> Spring 2022
<b>Brief Program Description:</b> <p>The new General Education curriculum focuses on perspective-taking and will facilitate an understanding of the world from various disciplinary points of view. This ability is important for communicating effectively, showing empathy and critical thinking, and working together across areas of expertise to solve problems. The GE 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 semester, along with transfer students, to this new program will be transformative in its approach.</p> <p>The new curriculum has been designed around the following priorities:</p> <ul style="list-style-type: none"><li>• Courses in the new GE facilitate <b>engaged learning, perspective-taking, and reflection on learning.</b></li><li>• The new GE Program increases <b>relevance</b> and <b>transferability</b> of students' experience at the University.</li><li>• Students <b>build connections</b> between courses and their professional and academic goals.</li><li>• The GE Program aims to afford more <b>autonomy</b> to students.</li><li>• The GE Program <b>complies</b> with ABOR Policy 2-210: General Education.</li></ul> <p>The new curriculum consists of 32 units total (as opposed to the 36 units of the current Tiers curriculum), across the following requirements:</p> <p><b>Entry Course (1 unit):</b> All students admitted to the university as First-Year Students will be required to take UNIV 101: Introduction to the General Education Experience (other</p>

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students will have the option). The course will provide students 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.

**Foundations courses (9 units):** The new curriculum proposes no requirement changes to the existing Foundations courses. These courses include Foundations Math (1 course, 3 units), Foundations Writing (2 courses, 6 units), and Second Language proficiency depending on major. Second language proficiency can be met through coursework at the university, exam, or prior coursework.

**Exploring Perspectives (4 courses, 12 units):** 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.

**Building Connections (3 courses, 9 units):** Building Connections courses are 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. The perspectives highlighted in a BC course might follow the disciplinary categories of Exploring Perspectives (Artist, Humanist, Natural Scientist, Social Scientist), but they might also include other perspectives, such as more specific/specialized disciplines. Some courses might be team-taught, and some might be taught by one instructor who intentionally introduces multiple perspectives into the class.

**Course Attributes.** Course 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. There are four attributes: Diversity & Equity (2 courses); Quantitative Reasoning (2 courses); World Cultures & Societies (1 course); and Writing (2 courses). Attributes are associated with courses in the Exploring Perspectives and Building Connections areas of the Gen Ed curriculum. All courses will contain at least one but no more than two attributes.

**Signature Assignments.** Each course will include one or more signature assignments that demonstrate key learning outcomes from curricular categories and attributes. 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).

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**Exit Course (1 unit):** All students admitted to the university as First-Year Students will be required to take UNIV 301: General Education ePortfolio, which gives students an opportunity to reflect on, and make meaning of, their Gen Ed experiences by curating their General Education portfolio, a collection of meaningful and signature assignments and activities that showcase their experience in the Gen Ed program to date (other students will have the option).

**Learning Outcomes and Assessment Plan:**

The new General Education Program has four student learning outcomes which map onto the overarching goals of general education as articulated in ABOR policy 2-210, paragraph 3. 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:

**Learning Outcome 1: 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.
- **Concepts:** To meet this outcome, students will complete Foundations Writing courses (English Composition I and II) and at least two courses within the GE Core Curriculum with the Writing Attribute. Additionally, many courses within the Exploring Perspectives and Building Connections category have oral communication components. GE courses fulfilling the Writing Attribute promote engaged learning, critical thinking, and greater facility with written communication across rhetorical situations and genres. While all GE courses will incorporate writing in some way (even with low-stakes, reflective writing, for example) the Writing Attribute designates courses 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. Lastly, students will complete Writing Emphasis courses (non-GE) within their major programs. These courses and subsequent assessments will be included in part of the larger written assessment plan for GE developed with the other two universities.
- Competencies, Knowledge Areas, and Skills (ABOR Policy 2-210): Composition, communication, and rhetoric; written and oral communication; teamwork; time management; information and data literacy; differentiating between fact, inference, and judgement; civil discourse.

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- **Assessments:** Students complete a writing self-placement where they include writing artifacts as incoming students. These artifacts will be evaluated using a rubric and provide an opportunity to assess student learning over time. This is one aspect of the ABOR Written Communication Assessment. Additionally, Writing Attribute Signature Assignments, an annual assessment of the writing program by department, as well as other learning artifacts such as exams, papers, projects, presentations etc. will be collected to assess learning across the student curricular experience. The comparison of these two data sets should give a sense of student learning in this area.

**Learning Outcome 2:** 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.
- **Concepts:** Students will complete Foundations Mathematics (1 course, 3 units) and at least two courses within the GE Core Curriculum with the Quantitative Reasoning Attribute. GE courses that carry a QR attribute aim to apply the ability to interpret mathematical data 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.
- In addition, students will complete the second course of Foundations Writing (English Composition II), which requires that students:
  - Employ a variety of research methods, including primary and/or secondary research, for purposes of inquiry.
  - Evaluate the quality, appropriateness, and credibility of sources.
  - Synthesize research findings in development of an argument.
  - Compose persuasive researched arguments for various audiences and purposes, and in multiple modalities.
  - Demonstrate familiarity with the concepts of intellectual property
- **Competencies, Knowledge Areas, and Skills (ABOR Policy 2-210):** Critical thinking; teamwork; mathematics and quantitative reasoning; time management; written and oral communication; information and data literacy; differentiating between fact, inference, and judgement; civic knowledge (civil discourse and civic engagement); intellectual integrity; understanding reasoning and evidence

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- **Assessments:** Students will complete Signature Assignments for each of the Core Courses in the GE curriculum which will be rubric scored as a part of the ABOR Critical Thinking assessment. Courses with the Quantitative Reasoning course attribute will also include signature assignments that demonstrate the QR learning outcome and can include reports, projects, presentations, as well as other learning products. These will be included as a component of the ABOR Quantitative Reasoning assessment. Additionally, courses with the Writing course attribute will include signature assignments that demonstrate the writing learning outcome, and they will be included as a component of the ABOR Writing assessment.

**Learning Outcome 3: 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.
- 
- **Concepts:** Students will complete Exploring Perspectives and Building Connections courses as a part of the GE Core Curriculum (7 courses total). In Exploring Perspectives courses, students will encounter and practice the varied approaches (ways of questioning / thinking / reasoning / doing) of Artists, Humanists, Natural Scientists, and Social Scientists. In Building Connections courses, students will explore the unique contributions of knowledge, skills, methodologies, values and perspectives from varied disciplines and social positions. Students in these courses will practice higher-order learning activities such as conceptual thinking, problem solving, innovative design, critical analysis, evaluation of ideas, and creation of knowledge/products. Additionally, these Core Courses carry course attributes, which provide multiple opportunities to continue to engage with critical thinking skills, providing a scaffolded learning experience that we believe will result in growth in all of these fundamental areas. The First-Year civic knowledge assessment in the Entry Course will provide recommendations to students for which courses they should take to supplement areas of needed growth in Exploring Perspectives and Building Connections.
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- **Competencies, Knowledge Areas, and Skills (ABOR Policy 2-210):** Literature, fine arts, humanities; natural sciences; social and behavioral sciences; American institutions (Economic theory, US History); critical thinking; teamwork; mathematics and quantitative reasoning; written and oral communication; diversity and inclusion; intercultural competency; applying ideas to real-world situations; civic knowledge (civil discourse and civic engagement)

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- **Assessments:** Students will complete signature assignments for each of the Core Courses in the GE curriculum which will be evaluated with rubrics as a part of the ABOR Critical Thinking assessment. Courses with the Quantitative Reasoning course Attribute will also include Signature Assignments that demonstrate the QR learning outcome and can include reports, projects, presentations, as well as other learning products. These will be included as a component of the ABOR Quantitative Reasoning assessment. Additionally, courses with the Writing course attribute will include signature assignments that demonstrate the writing learning outcome, and they will be included as a component of the ABOR Writing assessment. Students' civic knowledge will be assessed through the First-Year civic knowledge assessment and the ABOR civic knowledge assessment at the end of their general education experience (still to be developed). Lastly, select assignments from the Entry and Exit courses will include critical thinking, teamwork, time management, and other competencies designed for self-assessment and student growth.

**Learning Outcome 4: 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.
- **Concepts:** Understanding and valuing differences is a central component of the GE curriculum and our responsibility as a land grant, 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. Understanding how the history of the United States continues to shape the present helps us become civically engaged people. Diversity and equity are foundational components of a constitutional democracy. To demonstrate our commitment to student learning and valuing differences, students will complete at least two courses with the diversity attribute, one of which is focused specifically on diversity in a US context. Additionally, diversity and inclusion will be embedded throughout the Gen Ed curriculum beyond these two courses. It is also our responsibility as Wildcats to understand and respect societies outside the United States, and to think critically about our place in the world. To accomplish this outcome, students are also required to complete at least one core course with the World Cultures & Societies Attribute.
- **Competencies, Knowledge Areas, and Skills (ABOR Policy 2-210):** Critical thinking; teamwork; American institutions (economic theory, US history); time



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management; intercultural competency; civility; civic knowledge (discourse and engagement); open-mindedness; diversity and inclusion

- **Assessments:** Students will complete signature assignments for each of the Core Courses in the GE curriculum which are designed to address the Attributes associated with the course. These assignments will be evaluated with rubrics as a part of the ABOR Civic Knowledge **assessment. Signature Assignments** that demonstrate the Diversity and Equity or the World Cultures and Societies attributes can include reports, projects, presentations, as well as other learning products, and these will be assessed in a university assessment of Diversity and Equity in the GE curriculum.

**First Year Civics Assessment.** In addition to a robust offering of GE courses designed to engage students in meaningful learning experiences including politics, histories, and debates necessary for civic engagement, we will design a self-assessment for incoming students to reflect on what they know already about US history and government, using the content areas from the ABOR GE policy. The Civics Assessment will also identify students' interests while pinpointing areas of needed growth. The results of the assessment will include recommended Gen Ed courses to fulfill the requirements in Exploring Perspectives and Building Connections that also cover areas of need in the students' civic knowledge. The assessment will also identify co-curricular opportunities related to civic engagement that align with their interests, fostering student autonomy and agency in their academic pursuits.

**Program-wide Data Points**

Every first-year student admitted to the new general education program will complete the General Education ePortfolio course, where they will develop their General Education learning ePortfolio. ePortfolios are designed to "promote: achievement of deep learning, significant engagement gains, and positive differential impact on historically underserved student populations" (Kuh, 2008). These ePortfolios will include the signature assignments that students create within each of the Exploring Perspectives and Building Connections courses that they take, which they will then reflect on based on their GE experience. Samples of ePortfolios will be evaluated using a portfolio rubric (revised from the AAC&U VALUE rubrics and using their method for assuring validity and reliability), and they will aid in our assessment of the GE program. Additionally, every student will complete an Exit survey to self-assess their level of attainment of the GE learning outcomes as a part of their participation in the General Education Portfolio course.

Every 5-7 years each approved GE course will be reviewed to be recertified as a GE course offering. This review will include submission of learning assessments that demonstrate one or more GE learning outcomes. We will collect course level data during the course re-approval process and/or Academic Program Review annually with key reviews at times of course recertification. University-wide findings from ABOR assessments will be measured annually with rotating outcomes.

**Projected Enrollment for the First Three Years:**

First Year (Spring 2022 only): ~1,500

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Second Year (AY 2022-2023): ~10,000 Third Year (AY 2023-2024): ~18,500		
<b>Evidence of Market Demand:</b> <b>NA</b>		
<b>Similar Programs Offered at Arizona Public Universities:</b> ABOR Policy 2-210-compliant General Education programs will eventually be provided by all Arizona Public Universities.		
<b>Objection(s) Raised by Another Arizona Public University?</b> <b>NA</b> <b>YES</b> <b>NO</b> Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?  <b>If Yes, Response to Objections:</b> Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.		
<b>New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):</b> The new Office of General Education includes experienced faculty and staff who partner with colleges/units on enrollment management and scheduling of Gen Ed courses as well as instructor support for revising and offering new gen ed courses.  The Office of the Provost has allocated approximately \$1.5M to the Office of General Education to develop an infrastructure to support faculty development of courses, the course review and approval process, assessment of the General Education program, and enrollment management for General Education. An Executive Director of General Education leads the office, reporting to the Vice Provost for Undergraduate Education.		
<b>Program Fee/Differentiated Tuition Required?</b> <b>YES</b> <b>NO</b>  <b>Estimated Amount: NA</b>  <b>Program Fee Justification:</b> If levying a program fee, please justify the estimated amount.		
<b>Specialized Accreditation?</b> <b>YES</b> <b>NO</b>  <b>Accreditor:</b> General Education program requirements are included as a part of HLC criteria. This program satisfies the General Education program requirements in those criteria.		

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### Appendix A: Important Background Information

The University of Arizona seeks to implement a new General Education program effective for newly admitted students in the Spring 2022 semester.

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 became clear that the curriculum needed revision. In Spring 2018, a Task Force consisting of faculty, academic advisors, and other stakeholders developed similar recommendations based on data collected from students, colleagues and alumni. During the summer of 2018, a five-member team led by Gail Burd participated in the AAC&U General Education Institute and initiated a Team Action Plan, designed to execute the recommendations from the Task Force. Following the initiation of that effort, the 2019 University of Arizona Strategic Plan placed General Education in Pillar One, providing the opportunity to continue work on revision of the curriculum and program to re-create the general education experience at the university. Additionally, the Arizona Board of Regents' revised General Education policy 2-210 in June 2019 provided an exigence and clear guidelines for finalizing the revision of the curriculum and program. The opportunity to collaborate among the three state institutions to create a new, shared assessment approach to General Education has also inspired and guided our thinking about how to revise the curriculum and help students effectively reflect and build upon their learning.

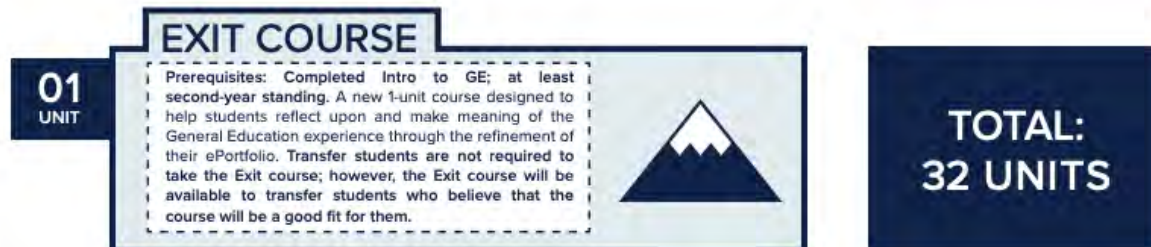
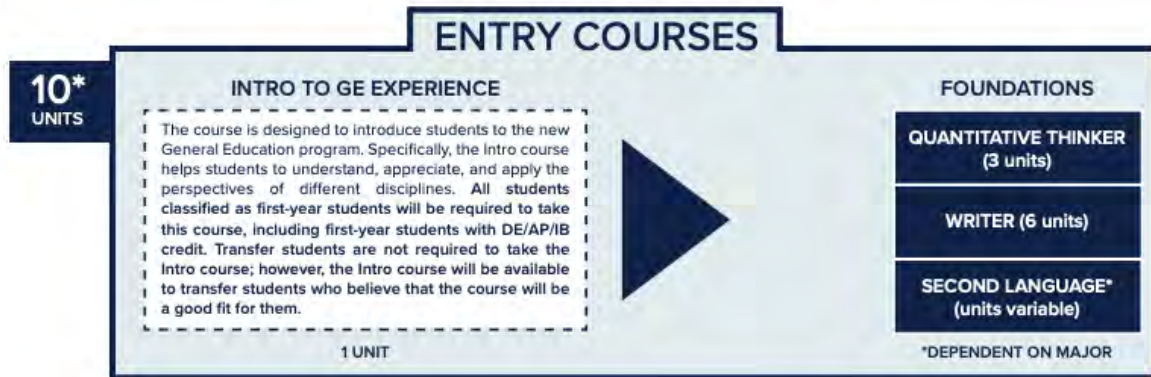
By working closely with faculty involved in teaching Gen Ed as well as members of the University-Wide General Education Committee (UWGEC), the curriculum proposal has gone through several iterations to ensure that it is of the highest quality and is responsive to the experiences of students as well as faculty who are committed to Gen Ed. This new and revised General Education curriculum has been created, with highly intentional integration of evidence-based teaching and learning principles and developments, [by faculty and staff from across the university](#). A curricular map for the new General Education is available in Appendix B, and a mapping of the General Education program's learning outcomes to specific components of ABOR Policy 2-210 is provided in Appendix C.

The new General Education curriculum at the University of Arizona will eventually replace the current Tiers curriculum beginning with a soft rollout in Spring 2022. Initially, the new curriculum will serve Spring 2022 matriculants; thereafter, the new curriculum will serve subsequent first-year and transfer matriculants, steadily replacing the Tiers GE curriculum over the course of several years.

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**Appendix B: General Education Curricular Map**

GENERAL EDUCATION **REFRESH**  
**CURRICULAR MAP**



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**Appendix C: General Education Assessment Table:  
 Program Learning Outcomes to ABOR Policy 2-210 mapping –**

3/16/2021 Curriculum Map - Courses and Activities Mapped to General Education Program Learning Outcomes

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.
<b>Courses and Learning Activities</b>				
<b>ABOR WC Written Communication Assessment</b> As part of the tri-university assessment project, student artifacts will be evaluated for this outcome.	<b>A</b>			
<b>ABOR QR Quantitative Reasoning Assessment</b> As part of the tri-university assessment project, student artifacts will be evaluated for this outcome.		<b>A</b>		
<b>ABOR CT Critical Thinking Assessment</b> As part of the tri-university assessment project, student artifacts will be evaluated for this outcome.			<b>A</b>	
<b>ABOR CK Civic Knowledge Assessment</b> As part of the tri-university assessment project, student artifacts will be evaluated for this outcome.		<b>A</b>		<b>A</b>
<b>Writing attr. Signature Assignments</b> GE courses with writing attribute will use signature assignments to assess student's performance of this outcome.	<b>A</b>			
<b>Diversity Signature Assignments</b> GE courses with Diversity and Equity attribute will use signature assignments to assess student's performance of this outcome.				<b>A</b>
<b>World Cult Attr Signature Assignments</b> GE courses with World Cultures and Societies attribute will use signature assignments to assess student's performance of this outcome.				<b>A</b>
<b>Quant Reas Attr Signature Assignments</b> GE courses with Quantitative Reasoning attribute will use signature assignments to assess student's performance of this outcome.		<b>A</b>		
<b>Recertification Course review</b> Every 5-7 years, every GE approved course will have to be reviewed 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.	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
<b>Survey Exit survey (Indirect)</b> All students will be required to self-assess their level of attainment of the General Education Student Learning Outcomes in the exit course, UNIV 301.	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
<b>Legend:</b>	<b>I</b> Introduced	<b>P</b> Practiced	<b>A</b> Assessed	<b>I/P</b> Introduced/Prac

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