TO: Greg Stone, Senate President; Claudia Sadowski-Smith, Chair of CAPC
FROM: Anne Jones, Vice Provost for Undergraduate Education
DATE: 21 November 2023

Herein you will find a revised version of Motion 2024-29 for second read consideration at the faculty senate meeting on 27 November 2023. To address comments from CAPC, the proposal has been revised in a few key ways outlined below. Following the text of the proposal itself, there is a second copy of the proposal with all changes made to the motion since the presentation on 30 October 2023 indicated in red.

1. Following the recommendation of CAPC, we have incorporated all changes presented to them before voting in a "Redline version". This includes three types of changes. First, revising the names of two categories: (a) "Global Sustainability" has been changed to "Sustainability". (b) "Scientific Thinking" has been changed to "Scientific Thinking in the Nature Sciences". The graphic representation of the proposed program has been updated to reflect the changed category names. Second, addition of the word "behavior" in the following sentence to ensure courses from those disciplines are included in this category: "Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health." (c) Minor textual changes.

2. To address concerns regarding lack of clarity regarding inclusion of courses addressing cultural diversity, we have added the following text to the description of the Governance and Civic Engagement category: "Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc."

3. To ensure courses focused on developing the skills of civic communication such as public speaking and conflict negotiation are included in the Governance and Civic Engagement category, we have added the following text to the description: "and courses in this category may be entirely focused on developing skills in civic communication including listening, deliberation, negotiation, consensus building, and productive use of conflict." Furthermore, we will work with the General Studies Council and faculty from relevant disciplinary backgrounds to create a second group of learning outcomes for this category appropriate for courses developing civic communications skills.

4. To more explicitly articulate literacy, as requested by CAPC, we created a single learning outcome encompassing the ideas of critical inquiry and communication. That outcome is: "Communicate coherent arguments using evidence drawn from qualitative or quantitative sources." That outcome has been added to all categories except (1) Mathematics; (2) Quantitative Reasoning and (3) Sustainability. Each of the two latter of those categories already had a category-specific outcome bridging critical inquiry and communication, and the outcome is not well suited to the mathematics category which is focused on foundational mathematics skills.

Finally, curriculum is dynamic. Currently, the General Studies Council is the representative body tasked with maintaining the general studies curriculum. They will employ the category descriptions found in the appendices, descriptions drafted with considerable faculty consultation, as they develop criteria and processes for evaluating courses for fulfillment of the general studies requirements in this new framework. During implementation of the proposed revisions to the general studies requirements, we anticipate that changes to the category descriptions may be necessitated to ensure program success, the nature of which cannot be predicted in advance. The by-laws of the General Studies Council (GSC) indicate that "At the end of the academic year, the GSC will prepare a summary of its activities for the year and suggest goals and tasks for the following year. This report will be submitted to the chair and incorporated in the annual report to the Provost." For at least the next five academic years, the Office of the University Provost will report to both the Senate and CAPC annually on the progress in implementing the revisions to the General Studies requirements. This will include incorporating information from the annual report of the GSC.

2024-29

Motion Introduced by: Curriculum and Academic Programs Committee
Date of First Reading: October 30, 2023
Date of Second Reading: November 27, 2023
Title of Motion: Request from the Office of the University Provost for Modifications to University Undergraduate General Studies Requirements

Action Requested: This curricular proposal has received all university administrative approvals and is being presented to the Senate for review and voting decision.

Rationale: The Office of the University Provost is proposing a new framework for ASU's General Studies curriculum to succeed and replace the existing program. The proposed program is consistent with [ABOR policy 2-210](#) and has been designed via extensive collaboration with faculty and staff throughout the university.

General education expresses what a university considers essential to all its graduates. The goal of the proposed general education program is to train students, regardless of their major, to step outside of their disciplines. To achieve this goal, students will complete a minimum of 35 credits of coursework, in which they are exposed to various types of knowledge and methods. Required knowledge areas in the proposed curriculum include: (1) Humanities, Arts and Design; (2) Social and Behavioral Sciences; (3) Scientific Thinking; (4) Quantitative Reasoning; (5) Mathematics; (6) American Institutions; (7) Governance and Civic Engagement; (8) Global Communities, Societies, and Individuals; and (9) Global Sustainability. Additionally, the requirement that students complete first-year composition will be maintained. The proposed General Studies framework reduces the requirement complexity inherent in the current General Studies curriculum and will provide greater transparency to students, faculty, and staff.

The proposed framework is the result of multiple faculty workshops and iterative working groups, including: 1) A university-wide working group was convened, consisting of faculty from all Colleges that teach undergraduates and from across disciplinary groups, as well as staff experts in assessment and advising. The committee produced an initial draft of a new schema (Spring 2021-Summer 2022). 2) A series of 14 open-invitation feedback workshops were conducted to develop potential lists of learning outcomes associated with the provisional knowledge areas. Approximately 500 faculty from across the university – roughly 10% of the total faculty members – participated in these workshops (Early Spring 2022). 3) Seven steering Committees comprising faculty from across the university were formed to discuss the descriptions of those knowledge areas and potential learning outcomes (Spring 2022). These steering committees included faculty and academic professionals from the Senate and CAPC.

ASU General Studies

Motivations and Goals for Change

ASU's proposed general studies program presented here draws inspiration from [ASU's charter](#) and [design aspirations](#) to create a program that is uniquely representative of ASU.

The goal of this program is not to train students in any one discipline. That is the goal of a major. The goal is also not merely to give students an appreciation for the breadth of knowledge. Instead, the goal of the proposed program, which is structured around required learning outcomes, is to teach students to step outside their own disciplinary experience. In so doing, general studies should foster lifelong learning.

Goals:
- Engage students in modern scholarship addressing a variety of contemporary issues relevant to engaged citizens

- Design a flexible curriculum within which students make choices based on what is most interesting and relevant to them

- Develop students' abilities to analyze problems and create solutions using multiple perspectives and methodologies

- Support inclusive student success

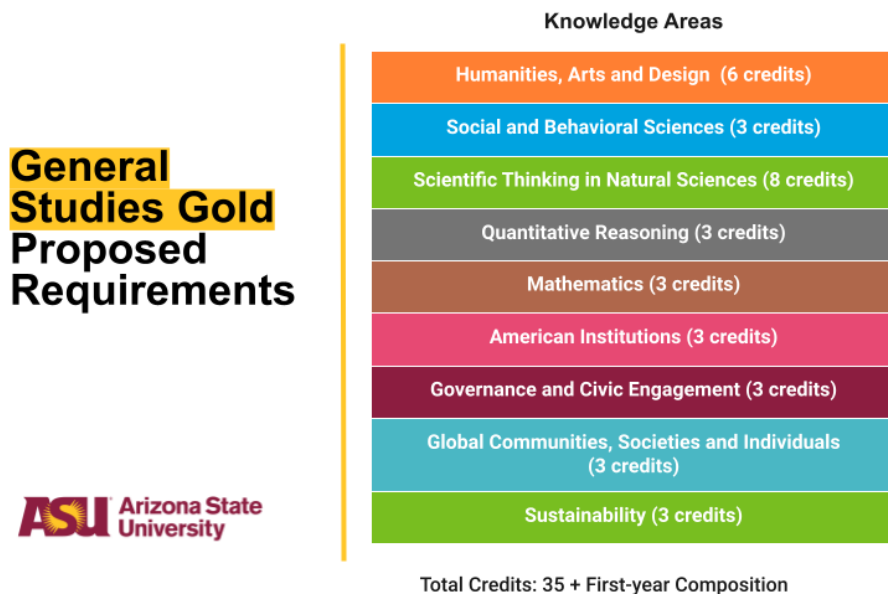*Curriculum Development Process*

The new General Studies curriculum proposed here has been created with extensive faculty input, including:

- A university-wide working group, consisting of faculty from all Colleges that teach undergraduates and across disciplinary groups, as well as staff experts in assessment and advising, was convened. The committee produced an initial draft of a new schema (Spring 2021-Summer 2022) that was presented for discussion in the faculty senate.

- A series of 14 open-invitation feedback workshops were conducted to develop candidate learning outcomes associated with the provisional knowledge areas. Approximately 500 faculty from across the university – roughly 10% of the total number of faculty members – participated in these workshops (Early Spring 2022).

- Seven steering Committees comprising faculty from across the university were formed to develop descriptions of each knowledge area and recommend learning outcomes (Spring 2022). Senate and CAPC members were included throughout these steering committees.

- Discussions of the proposed system with all college deans and directors were held (Fall 2023).

Proposed Curricular Structure and Requirements

The proposed General Studies curriculum described here would replace the existing undergraduate General Studies requirements outlined here.

Figure 1: Summary of all university graduation and general studies requirements in the proposed program.

In addition to completing university requirements in first-year composition [3-6 credits], students must complete courses in each of eight knowledge areas: Humanities, Arts and Design [6 credits]; Social and Behavioral Sciences [3 credits]; Scientific Thinking [8 credits]; Quantitative Reasoning [3 credits]; Mathematics [3 credits]; American Institutions [3 credits]; Governance and Civic Engagement [3 credits], Global Communities, Societies and Individuals [3 credits], and Global Sustainability [3 credits]. Students must fulfill all knowledge areas. Detailed draft descriptions of each knowledge area, subject to revision by the General Studies Council, can be found in Appendix I, and a brief timeline for implementation can be found in Appendix II.

Courses can carry only one knowledge area designation, and courses at all levels may carry general studies designations. There is no requirement that students complete courses at the upper-division level as part of the general studies program.

Appendix I

Humanities, Arts, and Design

The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Learning Outcomes:

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.

Group 2:

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Social and Behavioral Sciences

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Learning Outcomes:

Upon completion of a course in Social and Behavioral Sciences, students will be able to do the following:

1. Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.
2. Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Scientific Thinking in Natural Sciences

Courses in scientific thinking in natural sciences will promote public scientific literacy, which is critical for sound decisions about scientifically infused issues such as climate change. Scientific thinking in natural sciences includes understanding basic science concepts, such as the fundamental behavior of matter and energy, as well as understanding that science is not an encyclopedic collection of facts. Science is a process of exploration that embraces curiosity, inquiry, testing, and communication, to reduce uncertainty about nature. In Scientific Thinking in the Natural Sciences courses, students will engage in the scientific process through lab experiences.

Learning Outcomes:

Upon completion of a course in Scientific Thinking in the Natural Sciences, students will be able to do the following:

1. Obtain and interpret qualitative or quantitative data and communicate the findings.
2. Employ evidence to construct and test scientific hypotheses.
3. Assess the validity of scientific claims using evidence from biological or physical science.
4. Create models to explain observable phenomena and understand biological or physical processes in the natural world.
5. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Quantitative Reasoning

Quantitative and computational reasoning is essential for success in 21st-century careers, for critically evaluating information in the age of "big data," for assessing the quality of arguments conveyed through digital media, for informed participation in community and social life, and for contributing to the formulation of effective solutions for achieving a sustainable and just future. Quantitative reasoning enables students to apply relevant mathematical, statistical, computational, and visualization methods in academic, social and personal settings.

In a quantitative reasoning course, students learn about data, data management, data summaries, data visualization, and the use of computational tools with data. Data can take many forms, including numerical data, textual data, images, and others. Students also learn about how quantitative reasoning can be used to make arguments clear, precise and verifiable. Finally, they learn to build quantitative models and make predictions based on available data. This may include some combination of mathematical, statistical, computational or network models, or visualizations.

Learning Outcomes:

Upon completion of a course in Quantitative Reasoning, students will be able to do the following:

1. Understand variables, measurement and data, including how they can be used to pose and answer questions about society and nature, and to manipulate, organize, classify and visualize quantitative data.
2. Evaluate arguments from everyday life or academic fields of study that are represented mathematically, statistically, computationally, or in visualizations.
3. Formulate hypotheses, mathematical models or narratives that are consistent with quantitative data.
4. Communicate how quantitative data, interpretations, or models are connected to outcomes, predictions, decisions, explanations, or future states.
5. Employ one or more digital tools effectively to accomplish these outcomes.

Mathematics

The mathematics studies requirement is intended to ensure that students have skill in basic mathematics and can use mathematical analysis in their chosen field of study. The mathematics requirement requires the student to complete a course in College Mathematics, College Algebra, or Precalculus, or demonstrate a higher level of skill by completing a mathematics course for which a course in the above three categories is a prerequisite. A course in mathematics will include the application of mathematical skills in the solution of real-life problems and introduces or makes significant use of fundamental mathematical skills and concepts.

Learning Outcomes:

Upon completion of a course in Mathematics, students will be able to do the following:

1. Demonstrate an understanding of mathematical relationships from multiple perspectives, such as functions from graphical, numerical, and analytic points of view.
2. Apply mathematical skills in the solution of real-life problems.

American Institutions

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

Learning Outcomes

Upon completion of a course in American Institutions, students will be able to do the following:

1. Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.
2. Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.
3. Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.
4. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

To achieve these goals, students *must be exposed to* the following knowledge or sources:
1. Principles of American constitutional democracy and how they are applied under a republican form of government.
2. The US Constitution and major American constitutional debates.
3. Founding documents that have shaped American institutions.
4. Landmark policy achievements and Supreme Court cases.
5. Economic knowledge necessary to assess policy options affecting both the public and private sectors.
6. International context of American institutions and the evolution of America's role in international affairs.

Governance and Civic Engagement

Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area ~~also~~ develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Learning Outcomes

Upon completion of a course in Governance and Civic Engagement, students will be able to do the following:

Group 1:
1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Global Communities, Societies, and Individuals

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Learning Outcomes:

Upon completion of a course in Global Communities, Societies, and Individuals, students will be able to do the following:

1. Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.
2. Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.
3. Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.
4. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Sustainability

The Sustainability requirement will provide students with an interdisciplinary understanding of socio-ecological systems in relation to global challenges and opportunities. The learning objectives emphasize systems thinking, where human and non-human systems are understood as intimately connected, with human actions affecting all life on a planet with limits and boundaries. Students should also become familiar with how cultural, political, economic, social, and ethical beliefs, practices and systems are related to and impact planetary systems. Students will use course concepts and systems and futures thinking to address contemporary questions or challenges.

Learning Outcomes:

Upon completion of a course in Sustainability, students will be able to do the following:

1. Demonstrate an understanding of the earth and its ecosphere, including the measures that indicate their capacities and limits.
2. Trace historical impacts of a range of socio-economic, political or cultural choices on integrated human-environmental wellbeing.
3. Envision pathways toward futures characterized by integrated human-environmental wellbeing.
4. Articulate an approach to addressing contemporary questions or challenges that employs concepts or practices of sustainability.

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General education expresses what a university considers essential to all ~~of~~ its graduates. The goal of the proposed general education program is to train students, regardless of their major, to step outside of their disciplines. ~~To think like others.~~ To achieve this goal, students will complete a minimum of 35 credits of coursework, in which they are exposed to various types of knowledge and methods. Required knowledge areas in the proposed curriculum include: (1) Humanities, Arts and Design; (2) Social and Behavioral Sciences; (3) Scientific Thinking; (4) Quantitative Reasoning; (5) Mathematics; (6) American Institutions; (7) Governance and Civic Engagement; (8) Global Communities, Societies, and Individuals; and (9) Global Sustainability. Additionally, the requirement that students complete first-year composition will be maintained. The proposed General Studies framework reduces the requirement complexity inherent in the current General Studies curriculum and will provide greater transparency to students, faculty, and staff.

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Curriculum Development Process

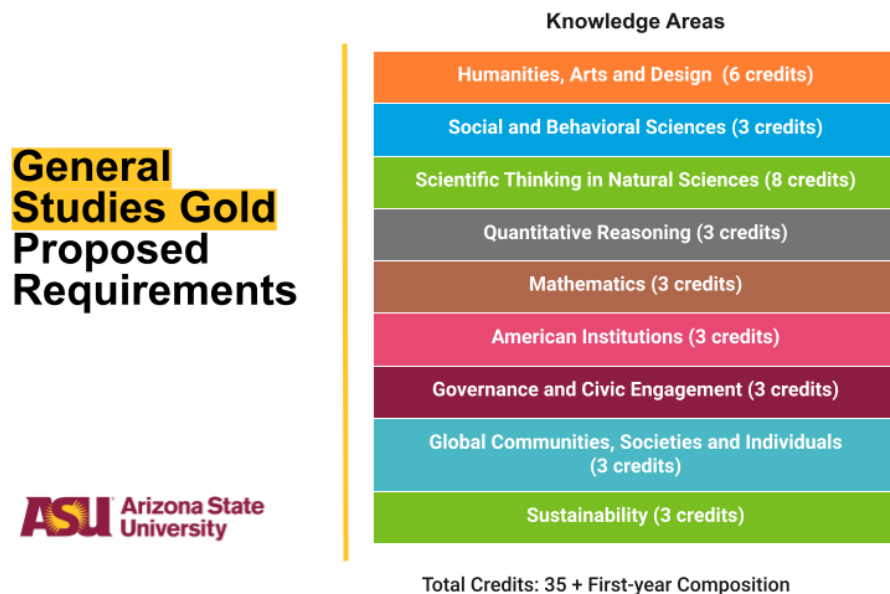The new General Studies curriculum proposed here has been created with extensive faculty input, including:

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Learning Outcomes:

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Group 1:

5. Analyze cultural creations or practices in historical or contemporary context.
6. Interpret the formal, aesthetic, and creative elements ~~composing~~ in literary, visual, or cultural texts.
7. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
8. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.

Group 2:

4. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
5. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
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Learning Outcomes:

Upon completion of a course in Social and Behavioral Sciences, students will be able to do the following:

4. ~~Apply a discipline's concepts and/or theories to explain social or behavioral phenomena.~~
5. Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.
6. Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.
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Learning Outcomes:

Upon completion of a course in Scientific Thinking in the Natural Sciences, students will be able to do the following:

2. Obtain and interpret qualitative or quantitative data and communicate the findings.
3. Employ evidence to construct and test scientific hypotheses.
4. Assess the validity of scientific claims using evidence from biological or physical science.
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Upon completion of a course in Quantitative Reasoning, students will be able to do the following:

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Learning Outcomes:

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Learning Outcomes

Upon completion of a course in American Institutions, students will be able to do the following:

2. Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.
3. Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.
5. Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.
6. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

To achieve these goals, students *must be exposed to* the following knowledge or sources:
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Governance and Civic Engagement

Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area ~~also~~ develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Learning Outcomes

Upon completion of a course in Governance and Civic Engagement, students will be able to do the following:

Group 1:
2. Analyze the context and consequences of one or more collective decision-making theories or practices.
4. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
5. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Global Communities, Societies, and Individuals

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Learning Outcomes:

Upon completion of a course in Global Communities, Societies, and Individuals, students will be able to do the following:

2. Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.
3. Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.
5. Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.
6. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

~~Global~~ Sustainability

The ~~Global~~ Sustainability requirement will provide students with an interdisciplinary understanding of socio-ecological systems in relation to global challenges and opportunities. The learning objectives emphasize systems thinking, where human and non-human systems are understood as intimately connected, with human actions affecting all life on a planet with limits and boundaries. Students should also become familiar with how cultural, political, economic, social, and ethical beliefs, practices and systems are related to and impact planetary systems. Students will use course concepts and systems and futures thinking to address contemporary questions or challenges.

Learning Outcomes:

Upon completion of a course in ~~Global~~ Sustainability, students will be able to do the following:

2. Demonstrate an understanding of the earth and its ecosphere, including the measures that indicate their capacities and limits.
3. Trace historical impacts of a range of socio-economic, political or cultural choices on integrated human-environmental wellbeing.
5. Envision pathways toward futures characterized by integrated human-environmental wellbeing.
6. Articulate an approach to addressing contemporary questions or challenges that employs concepts or practices of sustainability.