A Revised General Education Framework for UVM: The Catamount Core Curriculum 4/6/2020

CATAMOUNT CORE

CURRICULUM

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Overview of Gen Ed Process:

The UVM Faculty Senate approved several broad General Education categories in 2011, supplementing the existing 6-credit Diversity requirement. Since that time, nine additional credits specific General Education requirements were added to University-level General Education in the form of the Foundational Writing and Information Literacy requirement (3 credits), the Sustainability requirements (3 credits), and the Quantitative Reasoning requirement (3 credits).

In Spring 2019, UVM completed a comprehensive self-study as part of its decennial institutional reaccreditation under the New England Commission on Higher Education (NECHE). This process allowed us to identify institutional strengths, opportunities and areas for improvement, as well as measure UVM's policies, practices and curricula against the NECHE standards for accreditation. In this process, it became clear that General Education at UVM was falling short of realizing the intent of standard 4.16:

> The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.

In addition, UVM's current 15 credits of centrally approved and assessed General Education Requirements, described above, do not meet the expected 40 credits (as stated in Standard 4.18) and do not cover the three broad areas outlined within Standard 4.17 (Arts and Humanities; Social Sciences; and Natural Sciences including Math).

These General Education standards were cited by the Commission on Higher Education in their [November 2019 affirmation of accreditation letter](), noting that General Education is area for UVM to focus on in its 5-year interim report to NECHE in Spring 2024.

General Education Drafting and Refinement Process:

In August 2019, Provost Prelock charged General Education Alignment Task Force to develop a proposal for expanded, University-level general education requirements (see Appendix B). This Task Force worked throughout the fall to develop the General Education Framework presented here, including reviewing existing college/school curricula at UVM, considering the structure of General Education at other NECHE institutions, and gathering additional requirement ideas from faculty in a formal proposal process (See Appendix C).

The Task Force included faculty and administrators representing each undergraduate degree-granting college and school, as well as the Faculty Senate Executive Council:

General Education Alignment Task Force Membership AY 2019-2020
J. Dickinson, Associate Provost for Academic Affairs (Task Force Chair)
Barbara Arel, GSB representative
Rosemary Dale, CNHS representative
Jeff Frolick, CEMS representative
Joel Goldberg, CAS representative
Cathy Paris, CALS representative and Faculty Senate Executive Council representative
Joan Rosebush, General Education Coordinating Committee representative
Katharine Shepherd, CESS representative
Allan Strong, RSENR representative

The Task Force received 11 proposals in November 2019 and extensively reviewed all of them with respect to how they would contribute to a unified and cohesive curriculum, the potential for multiple pathways to completion of the requirement (i.e. lower likelihood of creating bottlenecks for students), and feasibility of implementation within the context of the demands of existing degree programs, including externally accredited programs. While not all proposals were directly incorporated into the framework outlined below, all of them did contribute significantly to task force members' conceptualization of a General Education curriculum that would prepare our students to become the "accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct" described in the UVM mission statement.

A draft of the complete General Education framework was taken to the Faculty Senate in January 2020, and was also presented and discussed in two open forums in February.

The draft General Education framework proposed in January included:
1. A vision for General Education at UVM that will guide the development of the requirements and framework: *UVM General Education should expose students to the intellectual breadth of the liberal arts, develop the skills needed to integrate and apply diverse areas of knowledge, and build the foundations for lifelong learning and active participation in local and global communities.*
2. 18 credits of liberal arts (six credits in each of three categories: Humanities and Arts; Social Sciences; Natural Sciences)
3. 12 credits in Core Skills areas (three credits each in four categories: FWIL; QR; Communications2 (WIL2 or Oral Communication); and Integration and Application of Knowledge in the Major)
4. 12 credits in Common Ground Values (6 credits of D1/D2 as currently configured; 3 credits of SU; 3 credits of Global Citizenship; and a co-requirement in Social Justice in which one course in the other Common Ground values categories would need to also carry a social justice designation)
5. A total of 42 credits. Students may take courses that fulfill more than one category at once, but they still must take a total of 40 credits of courses approved in one of the Gen Ed categories.

In early February 2020, seven ad hoc committees were empaneled to consider each of the proposed new categories in the draft General Education Framework. All of the committees addressed key questions regarding the place of their category or categories in the framework and most completed drafts of revised category descriptions, approval criteria, and in some cases, student learning outcomes. These ad hoc reports can be found here. For more information on committee membership and nomination process, or the draft framework, please see the links above. For more information on the current General Education categories, to which no changes are proposed, please visit the General Education website.

In March 2020, the ad hoc committee reports were reviewed by the Faculty Senate Executive Council and the General Education Alignment Task Force and made available to the campus. After careful discussion, the Task Force proposed several alterations to the January 2020 draft framework. The revised curriculum was presented to the Faculty Senate on March 23, and at two open forums, conducted online, in March 2020. Feedback prompted further refinements to the proposed curriculum, presented here.

Several ad hoc committees recommended significant changes to the January 2020 proposed curriculum. In creating the refined framework, the Task Force considered the Gen Ed curriculum as a whole, the general education vision and goals developed in Fall 2020, the feasibility of implementation of ad hoc committee suggestions, and feedback from the Faculty Senate, Faculty Senate Executive Council, ad hoc committee members, and attendees at open forums.

The revised General Education framework presented to the Senate in April and May 2020 reflected the following recommendations:

1. After significant discussion and deliberation, the Social Justice ad hoc committee, citing concerns about both course capacity and faculty preparedness to mount a Social Justice Gen Ed co-requirement, recommended instead a new Social Justice designation. Once this is brought to the Faculty Senate and voted through, faculty will be able to apply for the designation. The designation will help students locate these experiences and will also help to document course capacities over time. A working group will continue to develop criteria for this designation, which will not be included in the General Education curriculum at the present time. *As this was originally proposed as a co-designation, rather than an additional 3 credit requirement, this decision did not alter the total number of credits in the framework.*

2. The Humanities and Arts ad hoc committee recommended several organizational changes to the requirement. *These changes include changing the category name to Arts and Humanities and reducing the subcategories from three to two, now AH1: Arts and Literature, and AH2: Humanities.*

3. A recommendation from the open forum was to change the abbreviation of Foundational Writing and Information Literacy from FWIL to WIL1, to create a parallel

with the WIL2 (Writing and Information Literacy Tier 2) option. This change has been implemented in the framework outlined here.

4. The ad hoc committee for new Global Citizenship requirement worked very hard to develop an enhanced category description and to tease apart two pathways: one focused on global-scale issues and problems; and one focused on key components of active citizenship in a globalized world. Feedback indicated that there is more work to be done to finalize this category and to clearly distinguish it from some courses that fulfill the D2 requirement. *The Task Force asked the committee to continue working on refining the student learning outcomes, as reflected in the approved course criteria and outcomes presented in this document.*

5. The Natural Sciences committee was asked to consider whether Mathematics should be included in Natural Sciences. The committee considered this but proposed instead that a separate Mathematics (MA) requirement be added. This requirement would include only courses that emphasize mathematical concepts and approaches, and would not necessarily overlap with all courses currently approved for QR. They also proposed that the MA requirement, along with a new Quantitative and Data Literacy (QD) requirement replace the existing QR requirement. *Adding the Mathematics requirement adds 3 credits to the overall framework.*

6. After considerable discussion, the Alignment Task Force revisited the Gen Ed vision and goals and concluded that the Mathematics requirement added to the Liberal Arts and foundational skills components of the curriculum, and that this outweighed the potential contribution of the Integration and Application of Knowledge requirement at the capstone level. *Therefore, the IA requirement was removed from the framework.*

Revised General Education Framework (Presented 4/2020 and voted in 5/2020)

1. The framework retains the guiding principles of the January draft framework, with the addition of notes on criteria-based approval and multiple designations.
2. The framework is still 42 credits in three curricular areas: Liberal Arts; Core Skills; and Common Ground Values. However, three credits have shifted from Core Skills to Liberal Arts, with the elimination of the Integration and Application of Knowledge requirement, and the addition of a Mathematics requirement.
3. Existing General Education requirements in Diversity, Sustainability, and Foundational Writing and Information Literacy were all incorporated into the new Catamount Core.

In October and November of 2020, the Senate considered descriptions, approval criteria, and student learning outcomes for all of the new requirements. The remainder of this document lays out the guiding principles, structure, and components of the Catamount Core Curriculum approved by the Faculty Senate in May 2020, including descriptions and approval criteria for all new requirements passed in October and November 2020.

Guiding Principles for the Catamount Core Curriculum

Vision: UVM General Education should expose students to the intellectual breadth of the liberal arts, develop the skills needed to integrate and apply diverse areas of knowledge, and build the foundations for lifelong learning and active participation in local and global communities.

Centralized Approval: A unified university-level faculty Catamount Core Curriculum Committee will be established. Inclusion of courses in the Catamount Core program will be by approval of this committee, which will also have oversight of General Education at UVM. The Committee would be led by a faculty General Education coordinator, currently the Provost's Faculty Fellow for the Catamount Core.

Criteria-based Approval: All courses must be individually approved by the University Catamount Core Curriculum Committee based on established approval criteria for each requirement, not based on offering department/unit or course discipline.

Multiple designations: A course can carry multiple designations. In most cases, a course will carry no more than three designations. **There are two types of cross-designation that are not allowed:** MA courses cannot fulfill the QD requirement; and a single course cannot carry two different liberal arts category designations.

40-credit Rule: Students will be able to take courses that fulfill more than one category (e.g., AH2: Humanities and D1: Race and Racism in the US) but they MUST still take at least 40 unique credits of courses that have been approved to fulfill a Gen Ed requirements.

> For example, through careful selection, a student may fulfill all of the Gen Ed requirements (a total of 42 credits) after taking only 33 unique credits of coursework. The 40-credit rule requires that the student still complete an additional 7 or more credits in courses approved as fulfilling any of the Gen Ed requirements.

Three curricular areas:
The Catamount Core is made up of 42 credits in courses distributed across three main areas: Liberal Arts (21 credits); Core Skills (9 credits); and Common Ground Values (12 credits).

The diagram of the revised Catamount Core Curriculum on the next page includes both existing Gen Ed categories and new categories; note that the existing QR requirement is replaced in the new curriculum by the Mathematics and the Quantitative and Data Literacy requirements. Changes from the January 2020 draft framework are designated in red. Descriptions and approval criteria for categories in each of the three curricular areas follow the diagram, including both existing and proposed requirements. Draft descriptions and criteria for new requirements will be further refined through continuing ad hoc committee work, and the revised approval criteria and student learning outcomes will be brought forward for approval by the Faculty Senate in Fall 2020.

CATAMOUNT CORE
CURRICULUM
PROPOSAL

CURRENT UNIVERSITY WIDE GEN ED STRUCTURE (15 credits)

D1	RACE AND RACISM IN THE U.S.
D2	DIVERSITY OF HUMAN EXPERIENCE
FWIL	FOUNDATIONAL WRITING AND INFORMATION LITERACY
QR	QUANTITATIVE REASONING
SU	SUSTAINABILITY

CATAMOUNT CORE CURRICULUM

CATAMOUNT CORE is made up of 42 credits in courses distributed across three main areas: LIBERAL ARTS (21 credits); CORE SKILLS (9 credits); and COMMON GROUND VALUES (12 credits).

Students will be able to take courses that fulfill more than one category BUT they MUST still take at least 40 unique credits of courses that have been approved to fulfill CATAMOUNT CORE CURRICULUM requirements.

LIBERAL ARTS
21 CREDITS

AH1, AH2	ARTS AND HUMANITIES 6 credits
S1	SOCIAL SCIENCES 6 credits
N1, N2	NATURAL SCIENCES 6 credits
MA	PURE MATHEMATICS 3 credits

CORE SKILLS
9 CREDITS

QD	QUANTITATIVE AND DATA LITERACY 3 credits
WIL1	COMMUNICATION 1 Foundational Writing and Info Literacy 3 credits
WIL2	COMMUNICATION 2 3 credits from: Writing and Info Literacy Tier 2 *or*
OC	Oral Communication

COMMON GROUND VALUES
12 CREDITS

D1	DIVERSITY 1 3-6 credits
D2	DIVERSITY 2 0-3 credits
SU	SUSTAINABILITY 3 credits
GC	GLOBAL CITIZENSHIP 3 credits

Curricular Area 1: Liberal Arts

Included in this section are draft descriptions and approval criteria for the following requirement categories:

6-credit Arts and Humanities Requirement
AH1: Arts and Literature
AH2: Humanities

6-credit Social Science Requirement
S1: Social Science

6-credit Natural Science Requirement
N1: Natural Science (without lab)
N2: Natural Science (with lab)

3-credit Mathematics Requirement
MA: Mathematics

Arts and Humanities (AH 1 and AH2) General Education Requirement

Students will take six credits for the Arts and Humanities requirement. To assist students and faculty in understanding this broad field, and to create opportunity for the various colleges to develop more nuanced requirements, we have subdivided the criteria and objectives into two categories: 1) AH1: Arts and Literature and 2) AH2: Humanities. The General Education requirement is 6 credits overall; individual school or college curricula may specify that the requirements should be distributed across the subcategories in particular ways.

AH1: Arts and Literature

Definition:

Arts and literature focus on the understanding, analysis, and production of creative works in a variety of forms, including dance, multimedia, music, theater, visual arts, and writing, among others. While some classes focus on the development of artistic practices within specific forms and genres, others use critical theories to examine the meanings, cultural contexts, and historical development of artistic works. Together they enable students to recognize different artistic traditions, examine individual art works closely using appropriate methods, express their creativity through the rigorous practice of a particular artistic mode, and think critically about artistic works as they relate to different aspects of society and history, including the examination of practices and problems.

Course approval criteria:
Courses must meet at least two of these three criteria:
1. Introduce students to one or more forms, genres, and/or traditions of artistic work.
2. Allow students to practice the creation of artistic works and/or the analysis of creative works, in each case using methods appropriate to the form and disciplinary or interdisciplinary approach of the course.
3. Use critical thinking to examine artistic works as they relate to different aspects of society and history, including the examination of social structures, identities, practices and/or problems.

In addition, the course must address and assess student learning outcomes listed below.

Student Learning Outcomes:
Students completing a course fulfilling the Arts and Literature requirement will:
• Learn to *recognize* selected forms, genres, and traditions of artistic work.
• *Practice* the creation of artistic works and/or the analysis of creative works, in each case using methods appropriate to the form.
• *Develop* critical thinking skills needed to *examine* artistic works as they relate to different aspects of society and history, including the examination of social structures, identities, practices and/or problems.

AH2: Humanities

Definition:
The humanities involve the study of past and present human thought about the way the world works and how people should behave, exploring big questions with which human cultures have grappled for centuries. The study of the humanities helps students to understand what it means to be human and how the past has shaped the present, building skills in using primary source evidence to construct rational arguments, and expanding capacity to empathize with other people.

Course Approval Criteria:
Courses meeting the Humanities requirement should do at least two of the following three things:
1. Expand students' knowledge of cultural constructs and past events and the vocabulary in which humanities scholars describe and characterize them.
2. Train students in the critical analysis of primary sources with an emphasis on how they illuminate broader contexts in which they were constructed.
3. Develop students' skills in the critical analysis of secondary sources to strengthen an understanding and appreciation of humanistic modes of inquiry, including appropriate research questions and use and citation of evidence.

In addition, the course must address and assess student learning outcomes listed below.

Student Learning Outcomes:

After completing a course in the Humanities category of the Arts and Humanities General Education requirements, students should be able to do at least three of the following things:

- Recall and apply basic information and scholarly vocabulary about the cultural constructs or past events that are central to the course.
- Read primary sources for basic comprehension of their contents.
- Read secondary sources in the Humanities for basic comprehension of their contents.
- Analyze a primary source via the application of methods taught or practiced in the course.
- Analyze a secondary source in the Humanities via the application of methods taught or practiced in the course.

Social Science (S1) General Education Requirement

Students will take six credits for the Social Science requirement, to be fulfilled by taking approved courses in the Social Science (S1) requirement.

The social sciences focus on how individuals, groups, and institutions affect and interact with each other. Through systematic investigation, social scientists generate explanatory frameworks for understanding human behavior, action, and social practices. Studying social science prepares students to examine past and present social problems; to think critically about individual, local, regional, and global contexts; and to improve societal well-being.

Course approval criteria:

The faculty member must describe how the course accomplishes all three of the following, including points where student progress towards the Gen Ed Social Science Learning Outcomes will be assessed:

1. Students *develop an understanding* of how individuals, groups, or institutions affect and interact with each other.

2. Students *explore* theories of human behavior, experience, institutions, or social systems.

3. Students *learn about* systematic investigation in social science through the methods and processes of research, such as identifying research questions, data collection, analysis, and representation of findings.

In addition, the course must address and assess student learning outcomes listed below.

Student Learning Outcomes:

In the context of the course topic or field of inquiry, students successfully completing a course fulfilling the Gen Ed Social Science requirement will:

- Be able to draw on course topics, materials, and activities to *describe* how individuals, groups or institutions affect and interact with each other.
- Be able to *identify and demonstrate understanding of* theories of human behavior, experience, institutions, or social systems addressed in the course.
- *Recognize and evaluate* methods and processes of systematic investigation in one or more applied examples of social science research.

Natural Science General Education Requirement

Students will take six credits for the Natural Science requirement, to be fulfilled by taking either N1 or N2 approved courses. Colleges and Schools may still implement specific requirements or pathways to fulfilling these requirements.

In natural sciences courses, students become familiar with scientific thought, observation, experimentation, and formal hypothesis testing. They develop the skills necessary to make informed judgments about scientific information and arguments related to the natural world. Students also gain the ability to assess the impacts of our expanding scientific knowledge and technology on the diversity of life on Earth, and the quality of life for our own species. All courses provide experiences with the methods of scientific inquiry used to develop new knowledge about the natural world.

N1 courses do not include a lab. N2 courses have a laboratory component.

Course Approval Criteria:

Both N1 and N2 courses must:
1. promote the observation of natural systems as a way of knowing, including the analysis of complex phenomena by isolating and studying their components in the field or under controlled conditions,
2. emphasize the process of generating working hypotheses based on both qualitative and quantifiable observations and present the evolution of hypotheses into theories and models that account for observable natural phenomena, and
3. illustrate the use of appropriate theories and models to predict change in natural systems over time.

In addition, to satisfy the N2 requirement, courses must:
1. offer a total of at least three credits integrating scientific theory and practice, typically combining a lecture component and a lab component,
2. have an experiential learning component dedicated to training students in the practice of isolating and studying natural phenomena in the field or under controlled conditions, and
3. engage students in, and assess their understanding of, the scientific method through practical and written work.

Courses approved for the N1 or N2 requirement must address and assess student learning outcomes listed below.

Student Learning Outcomes:

After completing an N1 or N2 course, students will be able to:

1. Demonstrate familiarity with scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.
2. As appropriate to the level and field of the course, make informed judgments about scientific information and arguments related to the natural world.
3. As appropriate to the level and field of the course, use appropriate theories and models to predict change in natural systems over time.

In addition, students completing N2 courses will be able to:

4. Demonstrate understanding of the scientific method through practical and written work.

Pure Mathematics (MA) Requirement

Students will take 3 credits to fulfill the Pure Mathematics Requirement, in courses approved as MA courses.

Familiarity with the language and concepts of mathematics fosters a full appreciation of our world, and is an integral component of the Liberal Arts; the phrase "Math is Everywhere" is true only to the extent that one knows where and how to look. The courses fulfilling this requirement help guide students in developing conceptual understanding of mathematics through engagement with the language of mathematics and processes of mathematical operations. In addition to illustrating the universality and beauty of mathematics, these courses will give student practice in constructing and critiquing arguments through mathematics.

Courses cannot have both an MA and a QD designation.

Approval Criteria for MA courses

To qualify to fulfill the Pure Mathematics requirement, a course must:

1. Be at least 3 credits,
2. Satisfy the Student Learning Outcomes listed below, and assess each outcome in at least one assignment (how these outcomes will be addressed and assessed must be detailed in the CourseLeaf submission for the course), and
3. Focus primarily on at least one theoretical or conceptual area of mathematics, with the primary emphasis on promoting mathematical thinking through solving mathematical problems and constructing proofs, rather than on practical applications of mathematics in other fields.

Student Learning Outcomes

At the completion of a course fulfilling the Mathematics requirement, students should be able to:

- Demonstrate an ability to understand aspects of the world through a mathematical lens;
- Give examples related to course materials that show how creativity is central to mathematical thinking;
- Be able to demonstrate facility with core mathematical concepts by completing work at the introductory college level or beyond in one area of mathematics.

Curricular Area 2: Core Skills

Included in this section are draft descriptions and approval criteria for the following requirement categories:

3-credit Quantitative and Data Literacy Requirement
QD: Quantitative and Data Literacy

6-credit Communication Skills Requirement
WIL1: Foundational Writing and Information Literacy (Current requirement

and one of the following:

WIL2: Writing and Information Literacy Tier 2

 or

OC: Oral Communication

Quantitative & Data Literacy (QD) Requirement

Students are required to take one 3-credit QD course.
Courses cannot have both an MA (Pure Mathematics) and a QD designation.

Description
Since data analysis drives research in academic disciplines and decision-making in applied contexts, it is critical that students have experience manipulating and drawing conclusions from data sets. QD-designated courses demonstrate and apply quantitative approaches within a disciplinary context, ensuring that students are able to extract meaning from data-rich information and to apply appropriate analytical tools in assessing that meaning.

Approval Criteria for QD Courses

To qualify to fulfill the Quantitative and Data Literacy requirement, a course must:

1. Be at least 3 credits.
2. Include all three of the outcomes below and assess these outcomes in at least one assignment. How these outcomes will be addressed, as well as assessed, must be detailed in the CourseLeaf submission for the course.
3. Have a significant focus on data evaluation, analysis, manipulation, and presentation, with an emphasis on promoting critical thinking through the application of quantitative data analysis.

Student Learning Outcomes
At the completion of any course receiving the QD designation, students should be able to:

- Present data in a variety of ways, including analytical, graphical, and tabular.
- Interpret data, solve problems, and draw conclusions from data presented in a variety of ways, including analytical, graphical, and tabular, and communicate the thought processes involved.
- Evaluate data-rich information and determine whether the resulting conclusions make logical sense or support a given argument within the context provided.

Foundational Writing Information Literacy (WIL1) General Education Requirement

This current requirement will become part of the 6-credit Communication Skills requirement, which is part of the Core Skills curricular area.

Courses that fulfill the WIL1 requirement should include assignments and activities to develop the four FWIL learning goals: rhetorical discernment, information literacy, critical reading, and substantive revision.

Rhetorical Discernment

Rhetorical discernment is the ability to write appropriately for different audiences, contexts, and purposes.

Minimum Competency for Foundational Level: Students have an awareness that there are many different ways of writing, and can make choices appropriate to an audience, context, and purpose.

Information Literacy

Information literacy is the ability to pose appropriate questions and find reliable, relevant, and useful information to answer them. Information literacy also includes the ability to integrate sources into writing and to document sources correctly.

Minimum Competency for Foundational Level: Students understand that sources vary in terms of reliability and usefulness, and that different sources are useful for different contexts and purposes. Students understand the difference between peer-reviewed research and other types of publications. Students can locate information using library databases and other means as appropriate. Students understand that, like writing, research is an iterative process. Students can deploy citation conventions in at least one discipline.

Critical Reading

Critical reading is the ability to identify, understand, and communicate the main ideas of a text and evaluate the evidence or strategies used to support those ideas.

Minimum Competency for Foundational Level: Students can effectively summarize and evaluate the main ideas and supporting evidence in a text. Students understand that reading involves critical thinking strategies such as questioning, comparing, contrasting and vocabulary building.

Substantive Revision

Substantive revision requires approaching writing as a process that includes rethinking ideas and organization, not merely copyediting and correcting mistakes.

Minimum Competency for Foundational Level: Students comprehend that writing is a process that requires multiple drafts to rethink ideas and structure, in addition to editing for clarity.

Writing and Information Literacy 2 (WIL2) Requirement

Students are required to take one 3-credit WIL2 or one 3-credit OC course.

Description

Courses that fulfill WIL2 will help students gain familiarity and fluency with genres, conventions, and formats typical in a discipline or field as well as develop a deeper understanding of how knowledge is accessed, developed, and shared. WIL2 courses build on skills and processes introduced in FWIL but refined through the conventions and practices of the field or discipline, including writing appropriately for different purposes, audiences, and contexts; posing and pursuing questions using relevant, reliable, and useful information while integrating and documenting sources correctly; understanding and evaluating ideas and evidence in texts; and developing flexible writing processes, including planning, drafting, revising, and polishing. Any approved WIL2 course will satisfy the requirement for any student. There is no requirement that WIL2 courses be completed in a student's major, and there is no restriction on the language of instruction for WIL2 courses.

Approval Criteria for WIL2 Courses

Courses approved to fulfill the WIL2 requirement must have the completion of a Foundational Writing and Information Literacy (WIL1) course as a prerequisite and:
1. include multiple opportunities for students to engage in writing/information literacy activities. Writing and information literacy should be tied to the course's outcomes. The application should make clear what role writing and information literacy activities play in the course.
2. include opportunities for students to make use of feedback in developing their work. The application should explain how feedback can help students develop learning over time. The intention of this requirement is that writing is not only assigned but also taught. In some courses, assigned drafts and revisions are the mechanism for the application of feedback. In other courses, feedback from one assignment may be applied to a subsequent one. The application should note what feedback mechanisms are embedded in the course and how the instructor will gauge the students' use of feedback.
3. derive a substantial portion of the semester grade from written assignments. The intent of this requirement is that writing and information literacy be a major and meaningful component of the course. The application (and syllabus) should not only note the weight of writing and information literacy activities/assignments in the semester grade, but also explain how the work assigned (in volume, in difficulty, in frequency) is substantial.

In addition, the course must address and assess student learning outcomes listed below.

Student Learning Outcomes:

- **Using Disciplinary or Field-Based Frameworks**: Students will apply disciplinary or field-based approaches to reading, writing and working with information, including being able to engage with debates or conversations central to the field and to communicate to a range of audiences, as appropriate for course materials and context.
- **Developing Flexible Writing and Inquiry Processes:** Students will develop the capacity to reflect on and improve flexible and iterative processes for writing, reading, and pursuing inquiry in a field or discipline
- **Using information ethically:** Students will use information ethically and with integrity, in terms of evaluating information for reliability and usefulness, crediting information sources, and understanding how information is generated and accessed in a discipline or field

Oral Communication and Information Literacy (OC) Requirement

Students are required to take one 3-credit WIL2 or one 3-credit OC course.

Description

Oral communication refers to how speakers create and use messages to generate meanings across a wide variety of contexts and cultures. This includes the use of verbal and nonverbal communication practices. The oral communication general education requirement aims to enhance students' ability to speak and listen effectively and ethically. Students will develop effective speaking skills, including crafting messages that are appropriately adapted to purpose, audience, context, and occasion. In addition, students will gain proficiency in informational literacy, including understanding the ethical uses of information and how to find, use, evaluate, and appropriately cite relevant, reliable, and useful information. In addition, students will gain proficiency in practices of effective listening and the critical analysis of oral presentation. Furthermore, competency in oral communication will demonstrate students' abilities to understand and synthesize theories of human communication and how to utilize and apply these theories to crafting effective speaking and listening practices. Courses in this category provide students with an understanding of the form, content, effectiveness, and ethical dimensions of verbal and nonverbal communication; they are not required to be delivered in English.

Course Approval Criteria

Courses approved to fulfill the OC: Oral Communication and Information Literacy requirement must:

1. require at least three opportunities per course to develop and practice oral communication skills through a wide range of possible assignments.
2. include faculty-supervised and -evaluated oral presentations wherein at least 50% of the grade is based on oral presentation and listening.
3. provide as much opportunity as possible for students to practice and improve their oral presentations as well as opportunity to critique oral communication. For approval, the instructor should address how the course size and structure will enable sufficient practice for students to meet the outcomes.
4. emphasize listening as well as presentation skills.
5. emphasize information literacy.

In addition, the course must address and assess student learning in each of the learning outcomes listed below.

Student Learning Outcomes
- Demonstrate oral communication skills such as: appropriate selection of topic and materials; appropriate organization; effective presentation; the ability to adapt to audience, setting, and occasion
- Demonstrate critical thinking and problem-solving skills by discerning, describing and/or adapting to connections between audience, speaker, and occasion.
- Use information ethically and with integrity, in terms of evaluating information for reliability and usefulness, crediting information sources, and understanding how information is generated and accessed
- Listen effectively and critically evaluate orally presented information and arguments.

Curricular Area 3: Common Ground Values

Included in this section are current materials for Diversity (D1 and D2) and Sustainability (SU) requirements, as well as a draft description and approval criteria for Global Citizenship.

6-credit Diversity Requirement
D1: Race and Racism in the United States
D2: The Diversity of Human Experience

3-credit Sustainability Requirement
SU: Sustainability (current requirement)

3-credit Global Citizenship Requirement
GC: Global Citizenship

Diversity (D1; D2) General Education Requirement

Existing Category. The text of the revised requirement and competencies was taken from the minutes of the December 2019 Faculty Senate meeting, where the changes were approved by the Faculty Senate

D1: Race and Racism in the United States
Courses in this category have as a primary focus race and racism in the United States. A D1 course must promote an understanding of:
• Race and racism in the U.S.
• The meaning and significance of power and privilege

D2: The Diversity of Human Experience
Courses in this category focus on expanding students' cultural awareness. A D2 course is intended to:

• Promote an awareness of and appreciation for the diversity of human experience in any of its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or

• Foster an understanding of global and national issues including the histories, health, contexts, and flows of people, cultures, ideas, and capital or other resources within or across political and geographical boundaries

D1 Competencies
D1 courses focus on the topic of race and racism in the US in more than 75% of the course content (weekly topics, readings, assignments). Students completing these courses are expected to have developed at least 3 of the 4 following competencies:

Category	Competency	Level	Activities/ Topics	Assessment
DLC#1: *Awareness*	Develop an awareness of race and racism in the US at the individual or systemic levels including historical and/or contemporary issues	Introductory Intermediate Advanced		
DLC#2: *Knowledge*	Understand and contextualize foundational concepts, theories, histories, frameworks and/or methodologies regarding race and racism in the US	Introductory Intermediate Advanced		
DLC#3: *Analysis*	Analyze arguments, processes, and debates including multiple perspectives related to race and racism in the US	Introductory Intermediate Advanced		

Category	Competency	Level	Activities/ Topics	Assessment
DLC#4: *Application*	Demonstrate the ability to apply theoretical knowledge to recognize and name dynamics and/or problem-solve in specific cases related to race and racism in the US	Introductory Intermediate Advanced		

D2 Competencies

D2 courses focus on the topic of the diversity of human experience in more than 75% of the course content (weekly topics, readings, assignments). Students completing these courses are expected to have developed at least 3 of the 4 following competencies:

Category	Competency	Level	Activities/ Topics	Assessment
DLC#1: Awareness	Develop an awareness of the diversity of individuals, cultures, communities and/or processes	Introductory Intermediate Advanced		
DLC#2: Knowledge	Understand and contextualize foundational concepts, theories, histories, frameworks and/or methodologies regarding the diversity of the human experience	Introductory Intermediate Advanced		
DLC#3: Analysis	Analyze arguments, processes, and debates including multiple perspectives related to the diversity of the human experience	Introductory Intermediate Advanced		
DLC#4: Application	Demonstrate the ability to recognize identity- related power dynamics at the individual, group, and/or systems levels and/or address diversity-related problems.	Introductory Intermediate Advanced		

Sustainability (SU) General Education Requirement

Existing category. Description, approval criteria and student learning outcomes taken from the General Education Website.

Course Approval criteria:

Faculty must describe how their course meets each of the four sustainability learning outcomes below. The following expectations must be met:

- Level of exposure: (Introduces/Reinforces/Mastery). It is expected that for three of the outcomes, the level of exposure will be at least "reinforces".
- Student learning outcomes are supported by the syllabus/course: course activities, assignments, content and topics must promote student achievement of the Sustainability learning outcomes

Paths to fulfilling the SU Requirement at UVM:

- Courses with an SU designation
- Approved sustainability curriculum
- Approved sustainability experiential learning experience

Student Learning Outcomes:

1. Students can have an informed conversation about the multiple dimensions and complexity of sustainability. (knowledge category)
2. Students can evaluate sustainability using an evidence-based disciplinary approach and integrate economic, ecological, and social perspectives. (skills category)
3. Students think critically about sustainability across a diversity of cultural values and across multiple scales of relevance from local to global. (values category)
4. Students, as members of society, can recognize and assess how sustainability impacts their lives and how their actions impact sustainability. (personal domain)

Global Citizenship Requirement

Students are required to take one 3-credit Global Citizenship course from either (GC1 or GC2) pathway.

The University of Vermont prepares students to live in an increasingly interconnected, diverse, and changing world. Global Citizenship courses help students understand the nature and implications of worldwide phenomena and challenges across local, national, regional, and cultural boundaries. Global citizenship courses also help students develop the skills they need to participate effectively and responsibly as citizens in our increasingly globalized society. To be effective, informed, and responsible members of a diverse and interconnected global community, students need to be able to effect change collaboratively, to communicate across cultural boundaries, and to think deeply and creatively about shared challenges, responsibilities, and injustices.

GC1 Pathway description: Global Systems and Problems

Courses that address systems and problems that are global in scope. These courses will help students understand the nature and complexity of global phenomena. They may address cultural, political, economic, ecological, artistic, technological, human health, or other aspects of our increasingly interdependent world. They explore both the unique problems and the opportunities created by such interdependence and interconnectedness.

GC1 Course Approval Criteria:

To be considered for meeting the GC1 pathway, a course must emphasize material (lectures, videos, readings, activities) and required significant student work (papers, exams, portfolios, etc.) that:

1. Address phenomena that are global in nature; and
2. Address these phenomena through at least one of the following lenses: artistic, cultural, ecological, economic, human health, political, or technological; and
3. Explore the opportunities and challenges created by the interconnectedness and interdependence of global phenomena outlined in #1.

Student Learning Outcomes:

Courses approved for the GC1 must address and assess student achievement of at least two of the following learning outcomes:

- Students will understand major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions.
- Students will be able to plan, discern, and evaluate appropriate complex solutions to global challenges using multiple disciplinary perspectives (e.g., cultural, historical, or scientific).
- Students will be able to draw connections between worldviews, power structures, and experiences of multiple cultures in historical or contemporary contexts, as they apply to global challenges.

GC2 Pathway description: Developing Global Citizens
Courses that develop skills necessary to participate effectively as a citizen in local communities and the world at large. To be effective and responsible members of a diverse and interconnected global community, students need to be able to communicate across cultural boundaries, to think deeply and creatively about shared responsibilities and injustices, and to collaboratively effect change. The courses in this pathway are therefore designed to impart at least one of the following core skills: language proficiency, ethical reasoning, and civic engagement.

GC2 Course Approval Criteria:
To be considered for meeting the GC2 pathway, a course must emphasize material (lectures, videos, readings, activities) and significant student work (papers, exams, portfolios, etc.) that help students develop skills necessary to participate effectively as a citizen in local communities and the world at large. These skill sets can be in any of the following areas:
1. civic engagement
2. cross-cultural communication
3. ethical reasoning and decision-making
4. language proficiency

Student Learning Outcomes:
Courses in the GC2 pathway address and assess student achievement of at least two of the following learning outcomes:
- Students will be able to analyze community contexts and community assets and identify and evaluate options for civic and social engagement.
- Students will demonstrate the ability to build relationships within community contexts and structures to further civic and social action.
- Students will be able to connect and extend disciplinary knowledge to active community engagement.
- Students can understand different philosophical approaches to moral reasoning and apply abstract moral concepts or theories to concrete ethical problems, be they problems in personal ethics, vocational ethics, or social and political morality.
- Students can appreciate the moral complexity of difficult cases, understand how different approaches to moral reasoning yield different conclusions, and anticipate objections to their own perspectives drawn from other moral points of view.
- Students can demonstrate knowledge of a second language and an awareness of how language shapes culture.
- Students can demonstrate a complex understanding of cultural differences through verbal and nonverbal communication and can use this to broaden their perspectives on diverse ways of knowing and being.
- Students can recognize the influence of cultural norms, customs, and traditions on ways of knowing and/or being in the world and can use this understanding to inform their cross-cultural interactions.

Gen Ed Alignment Task force timeline:

June 2019	UVM team attends AACU Gen Ed Institute
August 2019	Gen Ed Alignment Task Force begins work
September 2019	Task Force members present at faculty meetings
October 2019	Initial framework and call for additional category proposals
November 15, 2019	Deadline for additional category proposals
December 2019	Revised framework discussed in Curricular Affairs meeting
January 2020	Final Draft Framework discussed with senior leaders; ad hoc
January 27, 2020	Review of framework at Faculty Senate meeting; call for
February 2020	Ad hoc committees working (up to Spring Break)
March 23, 2020	Revised Gen Ed categories/framework presented for discussion
April 20, 2020	Continued discussion and vote on Gen Ed Framework
May 2020	Gen Ed curriculum presented to Board of Trustees

Catamount Core Curriculum implementation timeline

Academic Year	Implementation Goals
2020-2021 2021-2022	- Faculty Senate approval of course approval criteria - Establish Gen Ed Curriculum Committee; begin course approvals - Units address curriculum and catalogue changes to align with Gen Ed
2022-2023	-Curriculum becomes part of information for prospective students -Units finalize curriculum and catalogue changes -Ongoing assessment of capacity based on course approvals for new categories
2023-2024	-Curriculum launched for the incoming class, Fall 2023 - Course approvals and capacity-building continue
2023-2025	-Assessment of progress, and opportunity to consider some revisions to the curriculum -Spring 2024: 5-year interim report to NECHE