



ACADEMIC AFFAIRS GUIDELINES

| | | | |
|--------------------------------|---|--------------------------|--|
| Section 2.3 | | Academic Programs | |
| Title: | | Cross-Curricular Skills | |
| Number (Current Format) | Number (Prior Format) | Date Last Revised | |
| 2.3.7.D | 8.5 | 07/2022 | |
| Reference: | BOR Policy 2.3.9 – Assessment BOR Policy 2.3.7 – Undergraduate General Education Requirements AAC Guideline 2.3.7.A – General Education Curriculum Requirements | | |
| Related Form(s): | | | |

1. Purpose

The purpose of the cross-curricular skills is to enable each institution to integrate and extend general education learning into its undergraduate programs of study in a manner consistent with and supportive of each institution’s mission, vision and values and any requirements of ongoing institutional or program-specific accreditation or approval.

2. Cross-Curricular Skills

The Board of Regents system has elected to adopt the [AAC&U essential learning outcomes](#). Each university program will select no less than three to five (3-5) of the following cross-curricular skill requirements as programmatic student learning outcomes:

Inquiry and Analysis

A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Critical and Creative Thinking

A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Information Literacy

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.

Teamwork

Behaviors under the control of individual team members - effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

Problem Solving

The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Civic Knowledge and Engagement

Developing the combination of knowledge, skills, values and motivation that make a difference in the civic life of communities and promoting the quality of life in a community, through both political and non-political processes. Engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Intercultural Knowledge

Cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

Ethical Reasoning

Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

Foundational Lifelong Learning Skills

Involves “purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.”

Integrative Learning

An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Access and Opportunity

Fostering engagement with individuals of diverse backgrounds, beliefs and perspectives to increase awareness, understanding and respect for all, facilitating a better understanding of the complex ways in which individuals interact within systems and institutions to promote equal access to and opportunities for all to participate in educational and community programs for all members of society, while also developing lifelong skills and enhancing preparation to live and work effectively in a diverse world.

3. Procedures

Each institution will manage the design, integration, assessment, evaluation and ongoing continuous improvement of cross-curricular skills within its degree programs through its institutional program assessment processes. Institutions will report their academic program assessment findings as outlined in Board Policy 2.3.9.

SOURCE:

AAC July 2022.