

Revised Proposal for a General Education Baseline Curriculum for the University of Hawai'i System

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UNIVERSITY of HAWAII®
Ke Kulanui o Hawai'i

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Abbreviations Key

Foundations designations		Diversifications designations	
FG	Foundation Global and Multicultural Perspectives	DA	Diversification Arts
FO	Foundation Oral Communication	DB	Diversification Biological Sciences
FQ	Foundation Quantitative Reasoning	DH	Diversification Humanities
FW	Foundation Written Communication	DL	Diversification Literature
FW1	Foundation Written Communication (first course)	DP	Diversification Physical Sciences
FW2	Foundation Writing in the Disciplines (second course)	DS	Diversification Social Sciences
FH	Foundation Hawaiian Place of Learning	DY	Diversification (Science) Lab

Reinforcement (currently termed "Focus" or "Special Graduation") designations			
E	Contemporary Ethical Issues	O	Oral Communication
HAP	Hawaiian, Asian and Pacific Issues	W/WI	Writing Intensive
HPP	Hawai'i-Pan Pacific		

Other Common Abbreviations	
AAC&U	American Association of Colleges and Universities
CTE	Career and Technical Education, including a suite of academic programs at UH
DEI	Diversity, Equity and Inclusion
GEC	General Education Committee
H/SL	Hawaiian or Second Language Learning
NHPoL	Native Hawaiian Place of Learning
S or SUST	Sustainability
VALUE (rubrics)	Set of sixteen rubrics developed and used in AAC&U's Valid Assessment of Learning in Undergraduate Education initiative

Select Definitions

Breadth: a requirement intended to give students opportunities to broadly explore topics within a field, or across multiple academic fields.

Distribution model: an approach to general education that certifies lists of specific courses that fulfill one (or more) graduation requirements. Distribution Gen Ed models, increasingly being replaced by other models across the U.S., suffer from a lack of coherence, integration of skills and knowledge across courses, and purpose. Students check boxes rather than pursue a purposeful, integrated educational path. *UH's current Gen Ed system of requirements is a distribution model.*

Diversifications: a set of designations in our current Gen Ed program collectively used to ensure students are exposed to content beyond a single academic program. It is one of many ways to build disciplinary breadth into a Gen Ed curriculum.

Focus: a set of designations commonly adopted across the UH system to mark courses certified as meeting Gen Ed skills and knowledge requirements (this category is renamed Reinforcement in the proposal; see below).

Foundations: a set of designations attached to courses across the UH system that introduce students to college-level skills and knowledge.

General education: "The part of a liberal education curriculum that is shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual, civic, and practical capacities. General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning" ([Liberal Education & America's Promise 2009, pp. 3](#)).

Hallmarks: Indicate the distinctive features & criteria required to meet a specific Gen Ed designation.

Liberal education: "An approach to college learning that seeks to empower individuals and prepare them to deal with complexity, diversity, and change. This approach emphasizes broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth achievement in at least one specific field of study. It helps students develop a sense of social responsibility, strong cross-disciplinary intellectual and practical skills (e.g., communication, analytical and problem-solving skills), and a demonstrated ability to apply knowledge and skills in real-world settings" ([Liberal Education & America's Promise 2009, pp. 3](#)).

Reinforcement: a set of course designations attached to courses that scaffold learning, building upon prior Foundational learning (this category replaces the label "Focus").

Transfer degree: a degree program designed to confer a credential, and to prepare students to continue their education in a four-year (Bachelor's) program.

EXECUTIVE SUMMARY

In response to the extensive [feedback and recommendations](#) collected from the UH community, the UH General Education Revisions Team proposes a baseline, or minimal, set of requirements for our ten campus System, differentiated by degree type. [Table 1](#) provides a snapshot of this baseline; the rest of [Section III](#) contextualizes and explains the rationale for this approach. [Section IV](#) addresses considerations pertinent to the community colleges in particular, and the kinds of programs that have been deliberately excluded from the recommended baseline. Several examples of how a UH campus *could* create a signature Gen Ed program that builds institutional values and high-impact educational practices into (or on top of) this shared baseline; four sample curricula appear in [Section V](#). The intent is to strike a balance between campus autonomy and demonstrated student needs for a more effective and engaging curriculum that simultaneously removes barriers to transfer, both within the UH system and outside of it.

This approach represents a much-needed update to and greater alignment of our current General Education (Gen Ed) program, including updated Foundations, Diversifications, and Reinforcement (the term replacing Focus) designations rather than a wholesale replacement. The list of competencies included have been reduced to the core competencies (defined using the standardized language of AAC&U VALUE rubrics) identified by our accreditors, and key institutional values (e.g., Native Hawaiian Place of Learning). The Revisions Team proposes a process, moreover, wherein the skills, knowledge, and values built into our Gen Ed requirements can be updated via revisions of the Hallmarks and Student Learning Outcomes associated with each designation. Through a combination of greater structural alignment, revised hallmarks and SLOs, policy changes, and changes to transfer credit evaluation processes, long-standing structural barriers to transfer can be eliminated or greatly reduced, to minimize credit loss, course repetition, and support students' academic progression. A number of curricular structure changes are also included in order to improve teaching and learning and ensure that learning of core competencies is better and more transparently scaffolded.

Finally, the proposal includes a suite of recommendations for implementation, including among other topics, a tentative timeline, proactive responses to potential impacts on course and program enrollment, assessment, policy updates and faculty support recommendations. Please take a close look at the Table of Contents for a better sense of this document's organization, also detailed in [this section](#).



SECTION I: INTRODUCTION

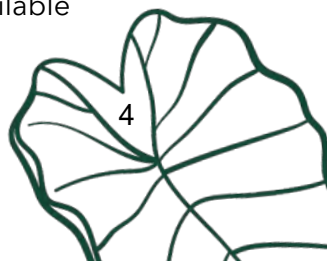
The redesign of the General Education (Gen Ed) curriculum for the University of Hawai'i System formally commenced in early spring 2021 based on the discussions about how to address the challenges with the current structure raised in the external program review report for UH Mānoa's Gen Ed program ([Filer, Moreno, Rhodes, & Shanahan 2018](#)). Charged by President Lassner with updating the General Education curriculum that had not been revised in over 20 years, the faculty and students on the [UH General Education Curriculum Design Team](#) worked together in the summer of 2021 to study General Education problems, strengths, and possibilities in some depth, aided by presentations and discussions led by 18 teams of faculty experts from across our system.

The [draft proposal](#) for a new Gen Ed curriculum was released in October 2021, followed by formal consultation processes initiated by each campus-level faculty senate or congress, as well as a wide range of mechanisms whereby community members, students, faculty, staff, and administrators could submit their feedback and recommendations. In the spring of 2022 a [Revisions Team](#) was formed, whose task was to respond to the extensive feedback and produce a revised proposal in the context of implementation considerations. The totality of the collected feedback and recommendations were studied and discussed at length by the Revisions Team to produce this final proposal.

This document incorporates the following:

1. Western Association of Schools and Colleges Senior and Junior Colleges Commission accreditation requirements (see [this presentation](#), slides 5-8)
2. Results of the spring 2021 competencies survey (see [this presentation](#), slides 11-13)
3. Project [guardrails](#) presented by President Lassner
4. All Institutional Learning Outcomes (see [matrix](#))
5. University of Hawai'i Board of Regents Policy ([RP 5.213](#))
6. Extensive feedback collected in AY 2021-2022 (see summary and links in [Appendix A](#))
7. Five Guiding Principles identified by the Curriculum Design Team (see [draft proposal](#))
8. Comprehensive explanation of implementation considerations and recommendations (see [Section VI](#) and [Appendix D](#))

The Revisions Team reviewed a range of documents selected to provide a contextual framework for understanding the basic task of General Education redesign, including a variety of sample General Education programs from other colleges and universities. The team also reviewed the draft proposal and consulted with members of the original Curriculum Design Team in order to better understand their approach and internal debates. All feedback submitted through the project's email address, various Google forms, and formal committee and senate reports were given verbatim to the committee; these are all publicly available [through this link](#), and summarized in [Appendix A](#) of this document.



One of the frequent barriers faced by the original Curriculum Design Team was that for every high-impact practice or innovative curricular structure considered, there were one or more UH campuses that would be unable to implement it without significant and substantial investments in new faculty lines and specialties. Given these existing structural barriers, the Revisions Team elected instead to pursue a strategy that simultaneously updates our shared Gen Ed core (Foundations and Diversifications requirements) and creates a structure within which individual campuses that have the capacity to do so can build additional curricular features into a Gen Ed program for their students. This revised proposal describes a baseline, or “skeletal” set of requirements that the 10-campus system will share while creating the opportunity for a UH campus to take up the mantle of designing a signature Gen Ed program with these requirements.

[Section III](#) describes the proposed baseline Gen Ed requirements, and [Section V](#) provides several illustrative examples of how campuses can build additional competencies, institutional values, and high-impact practices into campus-specific signature Gen Ed programs.

In short, our intention with this approach is twofold. First, the Revisions Team aims to update and align our shared UH Gen Ed core (Foundations and Diversifications) using familiar designations, in direct response to the collected feedback and recommendations of colleagues across UH. Second, the team aspires to improve student learning of core competencies through structured scaffolding: competencies should be introduced early and reinforced at the upper-division level for transferable two-year and four-year degrees. A few illustrative examples are offered of how innovative curricular structures, additional competencies, and institutional values (e.g., Native Hawaiian Place of Learning¹, sustainability) might be built into a campus’ Gen Ed requirements. It is important to note that these examples are far from complete, mutually exclusive, or even well developed; rather, they are intended to illustrate just a few of the many ways that a UH campus might choose to develop its own version of Gen Ed, built on a common base.

The merits of this approach include offering a simpler and more familiar way to balance campus autonomy with solutions to some of our longstanding issues with transfer and articulation and unsatisfactory assessment results. It also offers a way to better leverage our campus faculties’ unique strengths and areas of scholarly expertise, though it also relents to pressure to keep to a basic distribution model of requirements. Although we are in good company across the U.S. as hundreds of institutions struggle to reimagine a more effective, efficient, and engaging Gen Ed curriculum that abandons “box-checking” (e.g. [Flaherty 2018](#);

¹ While there is no single definition for “Native Hawaiian Place of Learning,” this phrase is used to refer to a collective value of cultural perspectives, pedagogies, histories, languages, etc. of the Indigenous peoples of these islands. For more specific language, view row 11 of [this matrix](#) comparing each UH campus’ Institutional Learning Outcomes. Four of our campuses have specifically included this concept in their ILOs.

[Hanstedt 2020](#); [Mintz 2021](#)), few innovative features could work for all ten campuses. In short, this proposal is not advocating an identical Gen Ed program for all ten campuses. Instead, the Revisions Team proposes:

- A suite of needed updates to our current system-wide Gen Ed core (see [Section III](#) and [Section IV](#))
- Better scaffolding of intellectual skills development so that competencies are both introduced and reinforced at least once throughout each major or program curriculum
- (Hopefully) inspiring examples of how campuses might create a signature Gen Ed program that “fleshes out” the baseline core in its own unique ways (see [Section III](#))
- A series of implementation recommendations for updating transfer and articulation processes, executive and campus level policies, greater communication and collaboration across the system around Gen Ed ([Section V](#))

NATIVE HAWAIIAN PLACE OF LEARNING

One consideration that is unique to the University of Hawai‘i is that we are working on a common General Education program for a multi-level and multi-campus state system of higher education. In addition to the constraints mentioned above, the Revisions Team fully recognizes the importance of these efforts to our collective goal of becoming a Native Hawaiian Place of Learning (NHPL) - which perhaps was the only element of the draft proposal to receive widespread positive mention from many groups and individuals.

There are specific issues, however, that come with implementing place-based learning as a requirement for all Foundations courses. Among others, incorporating Hawai‘i-focused content into the course descriptions and/or hallmarks for Foundations courses opens the door to transfer problems with non-UH courses. One example of such a problem is described in [this document](#) about FG designation hallmarks leading to the rejection of transfer credit evaluation requests for global survey courses (e.g., World History) from outside our system. A second issue was mentioned by UH community members in different iterations of their feedback and recommendations. The “place-based” focus of the draft proposal was widely praised, but many faculty worried about who would have the requisite knowledge and background to teach Hawaiian concepts and perspectives in courses across the curriculum, and the implied burden that would put on kānaka maoli colleagues to “train” their non-kānaka peers to do so. Perhaps even more effective would be professional development that emphasizes respectful and appropriate culture-based learning across the undergraduate curriculum (e.g. [Kana‘iaupuni, Ledward & Jensen 2010](#); [Kaomea 2009](#); [Ledward, Takayama & Elia 2009](#); [Reyhner et al. 2011](#); [Sing 2008](#)).

Some also strongly advocated for requiring some degree of Hawaiian language coursework in the requirements, but again, not all campuses have the capacity to offer enough seats to all undergraduate students. That said, the team recommends the UH Board of Regents direct the

UH administration to provide access to Hawaiian Language courses in order to address the Hawai'i State Constitution's position on language parity; specifically, the BOR should consider voting to approve free tuition for all Hawaiian Language and Hawaiian Studies classes on all 10 UH campuses. This will improve students' and community members' access to and the strength of our Hawaiian Studies programs. Given the [widespread popularity](#) of the free 'Ōlelo



Faculty Voices

Hawai'i is a dual language state, (Article XV, Section 4) - this Gen Ed proposal must show it is addressing Hawaiian language, equal to English. The minimum English course in the UH system is ENG 100, and the equal of that is HAW 302. I highly suggest setting HAW 202 as a starting point towards addressing this state mandate.



Hawai'i classes offered online recently by UH Mānoa faculty, there is clear interest among both our students and the community at large. This is an initiative that should be a permanent public service program for the UH System, and an excellent opportunity to take another step toward becoming a Native Hawaiian Place of Learning. Finally, the UH system should facilitate the development of Gen Ed pathways for students with courses that are offered entirely in 'Ōlelo Hawai'i, through an appropriate combination of teaching equivalencies (TEs) and course releases for faculty to develop or modify specific courses, logistical support, course-development grants, and so on. These recommendations are not the same as requiring Hawaiian language coursework for all students, but given that not all UH campuses have the capacity to do so, they are steps that can provide broader access to Gen Ed courses for those who want to take courses in the Hawaiian language. It could also help more members of the UH community develop some competency in the Hawaiian language, perhaps leading down the road to greater language parity between English and 'Ōlelo Hawai'i.

Our proposal also attends to the comment in the UH Mānoa external program review that "'one-and-done' experiences do not lead to deep and sustained learning development" (see page 6 of [program review report](#)). As a minimal solution, the team proposes a Foundations Hawaiian Place of Learning course, modeled on popular courses such as HWST 107 and HAW 100, with HAP-designated courses allowing reinforcement of the critical intercultural competencies and intercultural communication that are a direct benefit of these courses. In addition, Foundations Hawaiian Place of Learning and HAP courses will help to foster respect for Native Hawaiian culture, which is part of four UH campuses' institutional learning outcomes (see row 11 of the [ILO matrix](#)). The baseline Gen Ed moves us a step closer to becoming a Native Hawaiian Place of Learning. The team also offers [an example](#) of how this shared value could be more comprehensively fused into the Gen Ed program on a UH campus.

CONTEXT AND ORGANIZATION

One consideration unique to the University of Hawai'i is that we are working on a common General Education program for a multi-level and multi-campus state system of higher education. Given the sheer variety of degree programs offered on our different campuses, the programming diversity was a constraint on the extent to which we could, as a System, entertain sweeping changes to the core in the service of building a truly innovative approach to teaching core skills and values. While there are still ample opportunities for innovative program building on each campus, the reality is that each UH campus serves very different student populations with highly variable faculty bodies. Thus, what may be needed or desired on one campus (e.g., a requirement for demonstrated fluency in Hawaiian or a second language) may not be possible on other campuses.

This proposal tries to balance this conflict between innovation and campus-level capabilities to innovate by conceiving of this redesign opportunity in two parts. The first is a suite of moderate updates to our shared Gen Ed core, as outlined in [Section III](#). Updating the core will be coupled with coordinated efforts across the UH System to revise the Hallmarks and learning outcomes for each designation as appropriate (see [Appendix D](#) and [this document](#)). Second, if the campus has the capacity to do so, the Faculty Senate committee charged with overseeing the Gen Ed curriculum should build one or more high-impact educational practices into the shared baseline curriculum (see examples in [Section V](#)). The specific circumstances on each campus – its suite of undergraduate programs, the student populations it serves, its teaching capacities and expertise, and its place-based and other institutional values – should determine the high-impact practices, competencies, values, and themes that might be built on this core. For some, particularly our smallest campuses, this updated core will be enough. But for other campuses, there are opportunities in this process to further innovate if desired to reflect the unique values of the campus culture and support higher levels of student achievement.

Organization of Revised Proposal

[Section II](#) describes in some detail the main sets of problems and issues this approach is trying to address. These include long standing issues with transfer and articulation, both within and from outside the UH system, transfer credit evaluation approaches, unsatisfactory assessment results measuring student learning achievement of core competencies, problems with campus-level variability in Gen Ed requirements, and more.

[Section III](#) lays out the rationale for a suite of specific changes to our shared Foundations, Diversifications, and Focus (or “special graduation”) requirements. It describes both a new proposed Gen Ed core as a shared baseline or minimum set of undergraduate requirements for four-year degrees and two-year degrees meant for transfer to a four-year campus. [Section V](#) includes several examples of how individual UH campuses could build additional competencies, multidisciplinary thematic pathways or course clusters, and values (e.g., Native Hawaiian perspectives and pedagogies) into their campus’ version of this shared

baseline Gen Ed. Two other examples demonstrate how high-impact practices such as ePortfolios and project-based learning could be included. These examples are intended to inspire campus faculties to build signature Gen Ed programs to meet their own needs, capacities, expertise, and student populations. They are nothing more than quick examples of what is possible.

The range of programs offered on our community college campuses is quite wide, and this diversity poses its own set of challenges, constraints, and possibilities. **The proposed baseline Gen Ed is intended for two-year transfer degrees at the UHCCs.** Specifically, the proposal should be implemented for the Associate in Arts in Liberal Arts, Associate in Arts in Hawaiian Studies, and the Associate in Science in Natural Science as the recognized pre-professional transfer degrees in the UH System. Other associate degrees have articulated transfer pathways in the UH System, and these degree programs are discussed in more detail in [Section IV](#).

The next steps, including implementation considerations and recommendations, are also described in [Section VI](#) and [Appendix D](#). These include potential impacts to enrollment and specific programs, resource recommendations for implementation support by faculty and those who oversee the infrastructure of Gen Ed, faculty governance recommendations, operational parameters, policy recommendations, a proposed timeline, and more.

TERMINOLOGY, SCAFFOLDING, AND ASSESSMENT

Language Use

There was a great deal of confusion expressed during the town halls, many feedback meetings, and in submitted written feedback and recommendations about some of the terms used in the draft proposal, such as “capacities” and “touchpoints.” As the Systemwide Assessment Committee and other experts emphasized, there is a well-established set of terms, definitions, and standards in use, both across the UH system and nationally. The team concurs with faculty who encouraged the use of this established language when discussing Gen Ed, and to draw as much as possible on the abundant available literature of general education and assessment. This includes the AAC&U VALUE rubrics for the core competencies included in our baseline Gen Ed proposal, as referenced throughout this document.



Faculty Voices

After reading through the entire presentation I was overwhelmed by the amount of verbiage to build a structure that (in my opinion) should be a simple task.



The feedback concerning language also included quite a bit of disagreement in the feedback about the use of Hawaiian words and phrases (i.e., Kahua). The Revisions Team feels that Hawaiian terms, concepts, and pedagogical approaches should be essential elements of campus-level approaches; however, disagreements about the meaning and implications of specific Hawaiian words and phrases, and the Revisions Team members' lack of the requisite fluency or background in 'Ōlelo Hawai'i, led us to eschew them in this document.

Finally, the Revisions Team chose to describe areas of the proposed curriculum baseline in a combination of familiar terms (e.g., Foundations, Diversifications) and one category preserved from the draft proposal – Reinforcement courses – which it feels better reflects the role of these courses in the Gen Ed curriculum than the current term “Focus”. This reversion to familiar terminology should hopefully focus the reader's attention on the merits of the relatively modest suite of changes being proposed to our shared Gen Ed core. The most commonly used set of abbreviations and selected terms are defined [here](#).

Scaffolding

In supporting the 21st Century directive, the concept of “scaffolding” is being used to describe the structured reinforcement of (almost all) foundational skills through repetition and greater complexity in upper-division level Reinforcement coursework. Rather than the “one and done” checking off of Foundation, Diversification and Focus requirements that students now get out of the way (see page 6 of [Filer, Moreno, Rhodes, & Shanahan 2018](#)), the proposed Gen Ed builds in substantially greater progressive skill development than our current Gen Ed program. A reorientation toward greater scaffolding of skills development is the biggest change inherent in this revised proposal. The team believes that once our faculties understand this paradigm, programs should be able to readily identify which courses provide Foundational development or Reinforcement of the five core² and other key competencies.³ Coupled with an intentional revisiting of and updates to the Hallmarks and SLOs for each designation (see implementation recommendations in [Appendix D](#), and [this document](#)), better integration of learning in Gen Ed courses and clearer skills scaffolding can be achieved. Scaffolding of learning is facilitated, moreover, through our common use of shared rubrics like the AAC&U VALUE rubrics we widely use in our institution-wide assessment projects. With professional development support, faculty can align their course and program learning outcomes more appropriately to the increasingly complex levels of student

² The five core competencies defined by WASC include written communication, oral communication, quantitative reasoning, critical thinking, and information literacy.

³ For example, all Shidler students are expected to take (Scaffolded Writing requirement) BUS/ENG 209, ENG 306, or ENG 307 in their third year and are required to take BUS 345, Business capstone (Ethics focus and Oral focus course). Furthermore, students in the accounting program of Shidler college are required to take [Acc 418 \(Auditing\) and Acc 460 \(Capstone\)](#) -both writing intensive courses. All these courses are reinforcement level courses in the third and fourth year of students' program.

achievement described in such rubrics. Scaffolded learning goals, coupled with structured scaffolding of skills development (i.e., reinforcement Oral Communication courses built upon Foundation Oral Communication courses), should help us attain better assessment results that we can point to with pride.

Assessment

Rather than coming up with new definitions for the competencies included in Gen Ed, the team concurs with experts across the UH system and nationally who start with the definitions, learning outcomes, and language used in the [AAC&U VALUE rubrics](#). *VALUE* (Valid Assessment of Learning in Undergraduate Education) is a campus-based assessment approach developed and led by the Association of American Colleges and Universities (AAC&U). The AAC&U VALUE rubrics are in widespread use across UH for the assessment of student learning outcomes. Thus, using these standardized definitions and sets of student learning outcomes brings us collectively into closer alignment with the professional language of assessment and General Education academic scholarship.

Each of the VALUE rubrics utilizes a four-point scale, ranging from benchmark to mastery. These can be roughly thought of as the benchmarks for 100 through 400 level coursework, Students in 100-level introductory courses, for example, should be afforded sufficient opportunities to develop, and appropriate instruction to facilitate the development of “benchmark” level skills (or higher), while graduates of a four-year degree program will ideally meet at least milestone 3, if not mastery-level skills. While this equation of course levels with the four columns of the VALUE rubrics is imperfect, the differences in the language used in each row of cells roughly reflects the same hierarchy of learning reflected in [Bloom’s taxonomy](#) and similar resources used for the development of appropriate learning outcomes. It is for these reasons that this report refers as a matter of course to the definitions, breakdowns, and levels of the VALUE rubrics throughout this revision of the proposal, rather than attempting to write new definitions of competencies such as written communication or using campus-specific definitions and learning outcomes. Rubrics for 16 different competencies can be [downloaded](#) from AAC&U’s website, each developed through gatherings of faculty and experts from a wide range of higher education institutions (including UH). AAC&U VALUE rubrics are available for Civic Engagement (Local and Global), Creative Thinking, Critical Thinking, Ethical Reasoning, Foundations and Skills for Lifelong Learning, Global Learning, Information Literacy, Inquiry and Analysis, Integrative and Applied Learning, Intercultural Knowledge and Competence, Oral Communication, Problem Solving, Quantitative Literacy, Reading, Teamwork, and Written Communication. Attached to each of the 16 skill area rubrics is an *AAC&U VALUE ADD (Assignment Design and Diagnostic) Tool*, which contains suggestions for related assignment design elements and also contains assignment design assessment checklists.

For example, the *Information Literacy VALUE Rubric* is shown below. By graduation, students earning a four-year degree should ideally demonstrate skills at or approaching the capstone level. Students in Foundational courses, on the other hand, should meet, or hopefully exceed, benchmark levels.

If a UH campus wants to incorporate competencies beyond those explicitly included in the baseline Gen Ed, that campus's faculty are encouraged to make use of these VALUE rubrics as well.



INFORMATION LITERACY VALUE RUBRIC

For more information, please contact value@aacu.org



Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and Its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose with clarity and depth.	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students correctly use all of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and Its Sources Critically in July 2013



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SECTION II: PROBLEMS SEEKING SOLUTIONS

In 1999, the University of Hawai‘i at Mānoa approved the current General Education core (Foundations and Diversifications), as well as a suite of Special Graduation requirements (Focus and Hawaiian/Second Language). Once approved by the UH Board of Regents, the core and some Focus designations were slowly adopted by most of the other UH campuses, the last of which did so in 2018. In May, 2010, the University of Hawai‘i system signed a [Memorandum of Agreement](#), adopting a common General Education Foundation and Diversification core for the University of Hawai‘i System. Even with these moves toward a more cohesive Gen Ed across the system, there are identified systemic issues inherent in the current General Education design.



Faculty Voices

There are too many requirements currently, and programs have had to cut back on discipline-specific curricula to fit in the Gen Ed requirements while remaining under 120 credits. This can make a degree from UHM less valuable relative to those from peer institutions.



UH Mānoa Assessment Results and Program Review

In 2017-2018, the Gen Ed program at UH Mānoa underwent a comprehensive program review process. An external review team⁴ was invited to evaluate and review the Gen Ed program at UH Mānoa. Following a [thorough self-study](#), the external review team issued a report for the campus ([Filer, Moreno, Rhodes, & Shanahan 2018](#)).

The external review team emphasized that its recommendations were not dismissive of what was already in place, but some of the many issues they identified include:

- General education has been reduced to a list of requirements.
- Waivers are undermining the integrity of what is pursued as the characteristics of a UHM graduate, e.g., the unique place-based mission of an Indigenous-serving institution.
- General education is viewed as secondary to the major field(s) of study rather than as a co-equal necessity for success.

The need for UH to update and redesign its approach to the core curriculum is also supported by recent institutional assessment results. For example, the [institutional assessment results in this 2018](#) summary from UH Mānoa indicated that students’ learning achievements fell short of the institutions’ targets in almost all areas. While written

⁴ The external visiting team was comprised of four people: Kim Filer, Virginia Tech; Jose Moreno, California State University - Long Beach; Terrel Rhodes, Association of American colleges and Universities; and Suzanne Shanahan, Duke University.

communication and information literacy (for first-year students but not graduating seniors) came closest to meeting target goals, the percentage of students near graduation who met faculty's expectations ranged from a low of 32% to a high of 63% (all well below the 80% benchmark). Here is a partial list of the percentage of UHM students who met faculty's expectations in several core competencies (taken from this [assessment summary report](#)):

- Quantitative reasoning (QR), 32%
- Critical thinking (CT), 44%
- Information literacy (IL), 51%
- Oral communication (OC), 63%

UH Mānoa's assessment results also showed that the current General Education curriculum does not meet the needs of 21st century learning, which reflects poorly on the University of Hawai'i system as a whole. The current curriculum does not adequately scaffold learning opportunities, and individual requirements have little to no connection to other requirements. For example, there is little inherent structure to the WI designation, with students allowed to take any WI class at any level and at any time during their two- or four-year education. Furthermore, the current lack of core curricular requirements that support our goal of becoming a Native Hawaiian Place of Learning does not reflect the values of the university system, and our unique responsibility to infuse Native Hawaiian pedagogies and perspectives across the undergraduate curriculum to the greatest extent possible.

The revised curricular baseline being proposed here is a more conservative approach to curriculum development than the "Blue Sky at Mānoa" model the external review team described. It comprises a much-needed update of the core, as well as better alignment of our campus' requirements, and adheres to the same distribution requirements curricular model that many institutions elsewhere are successfully moving away from. However, the approach being advocated for is to encourage UH campuses *to do more* with this baseline if possible. For example, in [Section V](#) faculty on each campus are encouraged to discuss how they *might* be able to:

- Build high-impact practices such as project-based learning into their programs.
- Develop or highlight interdisciplinary courses or sets of courses with innovative integrative experiences.
- Adopt ePortfolios to help students see the value of their Gen Ed coursework and to integrate learning across courses (and between Gen Ed and the major).
- Infuse place-based learning into as many Gen Ed courses as possible.

⁵ We acknowledge that at UH Mānoa, two of the five required WI courses must be upper-division courses. The intention behind this is to ensure a degree of scaffolding. However, the external review team notes that "We heard accounts of students taking four of their five writing intensive courses in one semester; courses "triple-dipping" (counting for three requirements) and students not feeling like they learned any one of the requirements sufficiently" ([Filer, Moreno, Rhodes, & Shanahan 2018](#), pp. 7). Clearly there is room for structural improvement.

In this way, each UH campus has the opportunity to build its own signature “Blue Sky” Gen Ed program.

An updated General Education curriculum must also include necessary (and long overdue) Hallmark revisions to better serve our students, as well as reflect the place-based orientation needed for an Indigenous-serving institution. Our recommendations for Hallmark revisions are addressed in our implementation recommendations in [Appendix D](#).

Transfer and Articulation Issues

In considering transfer and articulation issues within and outside the University of Hawai‘i system and its impact on the proposed redesigned General Education structure, it is important to describe the demographic characteristics of UH’s transfer student population. These demographic variables provide a clearer understanding of the transfer and articulation issues that need to be considered when implementing the redesigned Gen Ed requirements.

Within the UH System there are four transfer types:

- Vertical Transfer: A student transferring from a 2-year institution to a 4-year institution.
- Lateral Transfer: A student transferring from a 2-year institution to another 2-year institution, or from a 4-year institution to another 4-year institution.
- Reverse Transfer: A student transferring from a 4-year institution to a 2-year institution.
- Dual Enrollment: A student who is enrolled in courses on multiple UH campuses.

[2020-2021 student data](#) show that a collective majority of UH’s 4-year students are transfer students. For UH Mānoa, 51% were transfer students. For UH Hilo, 48% were transfer students. For UH West O‘ahu, 79% were transfer students. To provide seamless transition for UH transfer students, two initiatives were implemented: the [Ka‘ie‘ie Program](#) (at Mānoa) and [Automatic Admissions](#).

Additionally, in July 2020, [UH Executive Policy \(EP\) 5.209: University of Hawai‘i System Student Transfer and Inter-Campus Articulation](#) was amended to update transfer practices and guidelines related to making the student transfer experience simpler and more predictable. UH EP 5.209 provides UH System Academic Counselors, Advisors, Transfer & STAR Specialists with a working framework to guide the transfer of credits within and outside the UH System. Although UH EP 5.209 states that General



Student Voices

General education requirements, and the poor ability to transfer them, have prevented me from graduating in four years.



Education is to be fully articulated across the UH system, there are current procedural and or curriculum practices that have nonetheless resulted in transfer and articulation issues for our students over the years (see [Appendix B](#)).

During the 2021 General Education Summer Institute, presenters on transfer and articulation across the UH System shared the following common institutional barriers for students related to transfer that remain part of the reason why more UH community college students choose to transfer to a non-UH four-year campus:

- Articulation issues
- Credit loss
- Lack of advising capacity to help students navigate the system
- Financial aid

Relating to articulation, each University of Hawai'i campus determines how courses from within and from non-UH schools transfer and articulate to their campuses. Faculty have the responsibility to apply their expertise to identify course equivalencies. There are existing differences among the 10 campuses with respect to how course equivalencies are determined for incoming transfer courses (see [Appendix B](#) and this spreadsheet of [Transfer & Articulation Issues](#), especially the Inconsistent Course Evaluation example). The recently revised EP 5.209 now indicates that transfer course equivalency decisions, specifically related to how courses from outside the UH system do or do not satisfy Gen Ed requirements, made on any one UH campus must now be honored by all other campuses. Previously, decisions regarding how Gen Ed requirements were checked off by non-UH courses were revisited, and sometimes reversed, when a student transferred to another UH campus. Nonetheless, these policy revisions have not resolved all the problems transfer students face because of inconsistent transfer credit evaluation processes between our campuses. If equity is an institutional and state priority ([Kana'iaupuni, Ledward & Jensen 2010](#)), then we should do all we can to ensure that students transferring either within or from outside our system are treated fairly, regardless of which UH campus they first enter. Examples of how our current system undermines our commitment to equity are described [here](#), along with our recommendations and more details about transfer and articulation issues.

The examples described in the document linked above highlight a larger problem with our common approach to transfer credit evaluation requests. While all ten UH campuses welcome many transfer students from outside the UH system, the [Interstate Passport](#) provides a familiar roadmap for how faculty might center transfer credit evaluations on student learning outcomes rather than the constraints of our designations' Hallmarks. However, that is not currently how we evaluate transfer credits. Under our current system, for example, we are sometimes forced to reject transfer students' coursework for Gen Ed credit because of specific Hallmarks used to evaluate proposals from UH faculty. Instead, a combination of policy recommendations and revisions to our transfer credit evaluation processes can more decisively resolve many long-standing transfer and articulation issues and minimize the extent to which non-UH and within-System transfer students are forced to repeat foundational coursework. These are described in more detail in [Appendix B](#) and [Appendix D](#).

SECTION III: PROPOSAL FOR A SHARED GEN ED CORE

In direct response to the feedback and recommendations summarized in [Appendix A](#), the following set of curricular revisions are proposed. This revision uses the current, familiar system of *course designations*, though the team concurs with faculty groups who pointed out specific updates to Hallmarks and student learning outcomes are needed (e.g., that community engagement should be explicitly included in HAP courses, or that WI Hallmarks make group writing assignments problematic). Recommendations regarding revisions to the Hallmarks for existing Gen Ed designations, and the development of hallmarks and SLOs for new proposed designations are described in [Section VI](#).

The table below compares our current shared General Education core (including Foundations and Diversifications) to the new baseline core curriculum. In addition to the core, certain modifications to the Reinforcement level of the curriculum are meant to replace Focus requirements, which currently vary between campuses. There are three very important things to note in the box below.

1. Using the existing designation approach means that the proposed baseline requirements can be developed by individual UH campuses as is appropriate for their students' needs and faculty interests. ***The Revisions Team is not proposing the exact same set of Gen Ed courses for all ten UH campuses, but all campuses need to start with the same core designations.***
2. The full list of basic Gen Ed requirements in Table 1's right column ***would apply to four-year Bachelor's degree programs only.*** The revised set of Foundations and Diversifications designations in the middle column would apply to transfer degrees such as the AA degrees and the AS Natural Science degree. Gen Ed requirements for terminal AA/AS and CTE programs are addressed in [Section IV](#).
3. A set of ten tables comparing each UH campus' current requirements to the revised Gen Ed program is included in [Appendix C](#).

Table 1

Comparison of current Gen Ed requirements to proposed baseline Gen Ed

Current Requirements	Proposed Requirements: Transfer degrees	Proposed Requirements: BA/BS degrees
Foundations		
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course
1 Foundations Written Communication (FW) course - Includes information literacy in SLOs	1 Foundations Written Communication (FW1) course - Includes information literacy in SLOs	1 Foundations Written Communication (FW1) course - Includes information literacy in SLOs
N/A (UHWO requires a second writing course)	1 Foundations Writing in the Disciplines (FW2) - Prerequisite is FW1 - Note that for terminal 2-year degrees, this should not be a blanket requirement; individual programs may include this requirement, but not all should.	1 Foundations Writing in the Disciplines (FW2): e.g., ENG 200 (Composition II), Intro to Business Writing, Intro to Social Science Writing - Prerequisite is FW1 - Includes information literacy in SLOs
N/A (some campuses require Speech 151/152)	1 Foundations Oral Communication (FO) course	1 Foundations Oral Communication (FO) course
2 Foundations Global and Multicultural Perspectives (FG) courses	1 Foundations Global and Multicultural Perspectives (FG) course	1 Foundations Global and Multicultural Perspectives (FG) course
N/A	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107, HAW 100 - Includes introduction to ethical issues	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107, HAW 100 - Includes introduction to ethical issues
Diversifications/Breadth		
2 courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), Diversifications Literature (DL)	1 DA, DH or DL course	1 DA, DH or DL course

2 Diversifications Social Sciences (DS) courses	1 DS course	1 DS course
1 Diversifications Biological Sciences (DB), 1 Diversifications Physical Sciences (DP), 1 Diversifications Laboratory (DY)	1 DB or DP science course and 1 lab	1 DB or DP science course and 1 lab
Focus/Reinforcement		
1-5 Writing Intensive (WI) courses (varies by campus)		2 WI courses - Include information literacy in SLOs
1 Oral Communication (OC) course		1 OC course
1 Contemporary Ethical Issues (E) course		1 E course
1 Hawaiian, Asian & Pacific Issues (HAP) course		1 HAP course - Includes civic and community engagement in SLOs
31 credits of Foundations + Diversifications 12-24 credits* of Focus	28 credits of Foundations and Diversifications	28 credits of Foundations + Diversifications 9-15 credits* of Reinforcement

* Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.

Application to existing degrees

It is important to note that the table above compares the current shared core Gen Ed on our campuses (left column); the proposed updated or revised baseline or minimal requirements for two-year degrees designed to transfer (middle column); and proposed minimal requirements for four-year degree programs (i.e., BA/BS) (right column).

- For AA/ASNS degrees for transfer, the new core (Foundations and Diversifications) should apply consistently. As transfer degrees are intended to prepare students for the third- and fourth-year curriculum at a four-year institution, the team recommends no additional graduation requirements for two-year transfer degrees.
- Non-transfer Associate degree programs should integrate the General Education Diversification requirements as appropriate to licensure, industry accreditation, and [ACCJC](#) (WASC’s Accrediting Commission for Community and Junior Colleges) standards.
- For the reduced set of Reinforcement requirements, individual non-Bachelor’s degree programs and campuses may choose to include or identify courses as appropriate which reinforce Foundational skills, given programs’ highly variable credit requirements, program lengths, program accreditation requirements, and so forth.

“Double-Dipping”

The Revisions Team envisions the complete list of requirements above as a baseline or minimal set of 14 General Education requirements for four-year UH degrees only. How many credits this might entail is another question; issues of “double-dipping” (a policy of allowing courses to carry more than one designation) should also be revisited. Minimally, Foundations and Reinforcement designations should not double-dip, as Reinforcement courses conceptually build on the skills and perspectives introduced in Foundations level coursework. It is possible that Foundations courses could also carry Diversifications designations; however, that would likely mean that students who fulfill their FH with HWST

107, for example, could check off their Diversification Humanities at the same time. Similarly, MATH 100 might carry a Diversification Natural Science designation, because Hawaiian Studies and Math faculty are part of humanities and science divisions or colleges. Any disciplinary



UHM Program Review

We heard accounts of students taking four of their five writing intensive courses in one semester; courses triple dipping and students not feeling like they learned any one of the requirements sufficiently.



breadth requirement should entail exposure to content and approaches illustrative of the kinds of scholarly pursuits that happen in the humanities, social sciences, and natural sciences. Pairing that content-rich exposure with foundational skills development would put too much pressure on courses, so the Revisions Team recommends that Foundations and Diversifications not be allowed to double-dip.

However, the possibility of allowing a course to carry more than one Diversification designation is worth serious consideration. Interdisciplinary courses and programs, which are increasingly common in higher education, also serve the broader learning goals of liberal education ([Carmichael, Dellner & Szostak 2017](#); [Repko, Szostak, & Buchberger 2020](#); [Sternberg 2008](#)). These courses, however, earn only elective credit when they transfer to a UH campus because few will meet the requirement that two-thirds of the content draw on a single disciplinary area (e.g. biological sciences). This problem was noted in UH Mānoa’s Gen Ed self-study as well ([Agcaoili et al. 2017](#), pg. 9-10). Beyond transfer barriers, interdisciplinary coursework is a high-impact practice ([Carmichael & LaPierre 2014](#); [Everett 2016](#); [Payne et al. 2020](#)). It is worth noting that although exposure to the humanities, social and natural sciences is explicitly mentioned in both accreditation standards and Regents Policy, none of these explicitly require individual courses for each area. Thus, courses could carry more than one Diversification designation, if they meet the Hallmarks for each, once those Hallmarks are revised.

Individual courses could be allowed to carry more than one Reinforcement designation, though not more than two. In UH Mānoa’s program review, the review team writes of “courses “triple dipping” (counting for three requirements) and students not feeling like they learned any one of the requirements sufficiently” ([Filer et al. 2018](#), pg. 7). While that campus’ assessment results are not disaggregated to allow direct comparison of, for example, writing skills in courses that only carried a WI and writing skills in courses that carried a WI and one or

two other Focus designations, this is a longstanding concern of some faculty on UH Mānoa’s Gen Ed Committee and six Gen Ed Boards. If skills development is inherently central to offering upper-division courses with Focus/Reinforcement designations, as the Hallmarks for all four current Focus designations assert, then limiting them to no more than two puts less pressure on instructors and courses.

Double-dipping of Reinforcement courses, moreover, should be allowed with major, minor, and certificate program requirements. UH Mānoa uses the following chart found in the campus Catalog. The Revisions Team recommends these double-dipping “rules” be adopted across the system.

“Double-Dipping” Table from [2022-2023 UHM Catalog](#):

<i>Can a single course satisfy more than one requirement?</i>						
<i>Requirements</i>	Hawaiian/ Second Language	Foundations	Diversification	Focus*	Major	Minor/ Certificate
Hawaiian/ Second Language	–	NO	NO	YES	YES	YES
Foundations	NO	–	NO	NO	YES	YES
Diversification	NO	NO	–	YES	YES	YES
Focus	YES	NO	YES	–	YES	YES
Major	YES	YES	YES	YES	–	NO
Minor/Certificate	YES	YES	YES	YES	NO	–

* Note that the suite of designations currently called “Focus” are renamed “Reinforcement” throughout this proposal.

Alignment with Five Guiding Principles

The five guiding principles below were produced by the UH Curriculum Design Team in summer 2021, and described in detail in the [draft proposal](#) (see [Appendix C](#)). Here the Revisions Team briefly describes how it believes this revised Gen Ed proposal adheres to the guiding principles articulated by the Curriculum Design Team.

- **Hawai’i:** Our responsibility as an Indigenous-serving institution requires us to place Hawai’i and Hawaiian ways of knowing prominently within the Gen Ed program across the UH system. The inclusion of Native Hawaiian knowledge and values are forefront in our mission to educate all our students. The inclusion of two (Foundation and

Reinforcement level) Hawai'i-centered courses is intended to help move us closer toward achieving this objective. Additional recommendations are described in the [Native Hawaiian Place of Learning](#) section.

- **Students:** The education of our students is paramount to UH's mission. This Gen Ed curriculum introduces students to the core competencies at the Foundations level and develops (most of) those skills further at the Reinforcement level. Bringing our ten campuses into alignment through a shared baseline Gen Ed, coupled with a focus on SLOs rather than Hallmarks in transfer credit evaluation processes, would resolve longstanding issues for transfer students. Moreover, through a shared commitment to building signature campus-level Gen Ed programs on this revised baseline, students should no longer be penalized for the kinds of [inter-campus variability](#) that currently contributes to widespread decisions to leave higher education or pursue a four-year degree outside of the UH system. Transfer students from outside UH should see their own transfer hurdles significantly decreased as well, so they experience less Gen Ed credit loss.
- **Excellence:** Excellence in teaching should be vigorously pursued and professionally supported in all levels of the Gen Ed curriculum. By embedding critical thinking, information literacy, teamwork, and civic and community engagement through the SLOs attached to specific Gen Ed designations (as is done at [UH Hilo with critical thinking](#)), students can be given opportunities to develop skills necessary for the 21st century workforce *without adding additional requirements*. The inclusion of employer-demanded teamwork skills, greater scaffolded learning opportunities for developing oral and written communication skills, and the system-wide adoption of an Ethical Reasoning requirement, similarly promise to improve our graduates' readiness to enter the workforce. High-impact practices could create an even more effective, meaningful program. If ePortfolios are adopted (in lieu of a capstone), for example, students will have greater opportunities for self-reflection, and for explaining how specific assignments or projects in their courses show evidence of their core competencies. ePortfolios would also give students evidence ready to point to in their pursuit of internships and employment after matriculation (see [Section VI, program example 2](#)).
- **Unity:** This simplification of the General Education curriculum will unite all ten campuses across the University of Hawai'i system, while preserving some campus autonomy. Each campus services a distinct student population, and the needs of those students must be met through the unique courses and programs offered on each campus. Building on a shared baseline Gen Ed, however, will do much to resolve long-standing problems with transfer and articulation within our system. Simultaneously, this approach provides ample opportunities for each campus to build additional competencies, themes, values, high-impact practices into this baseline for their students. As long as an O-designated course checks off that

requirement for all UH students, regardless of whether it was taken at a campus where all O courses are sustainability themed, or at another campus where a 200-level second language course fulfills it, we act more like a true state system of higher education.

- Learning:** This proposal is intended to act as a framework for campuses to build upon, depending on the needs of the students, faculty, administration, and other stakeholders. This Gen Ed baseline curriculum could do more than our current disjointed Gen Ed program to develop well-rounded, high achieving, and creative students who will participate in and benefit the community they serve. For students on a campus who may need more reinforcement of a particular skill set, for example, a second quantitative reasoning course could be required, or this competency can be developed through other means (e.g., adding quantitative reasoning skills into all Diversifications Science courses). Our intention is to recommend an approach wherein faculty on each campus can tailor (within the constraints inherent in a shared baseline Gen Ed) their program to their own students' learning needs, both at the program level and at the campus level.

JUSTIFICATIONS FOR PROPOSED CHANGES

Adding a Foundations Oral Communication (FO) Requirement

UH Mānoa's [assessment results](#) for oral communication skills indicate that Mānoa students are performing below faculty's expectations in this area. Unlike several other UH campuses,

UHM has a single upper-division oral communication requirement; six other campuses already require foundational work in oral communication skills as well. Because of these assessment results and the external review report's note that "one and done" requirements are insufficient to develop complex core competencies, [UHM's General Education Committee](#) and its Oral Communication Focus Board included this specific recommendation in their feedback on the draft proposal. Thus, although an FO (Foundations Oral Communication)⁶ requirement would be a new addition to the system-wide Gen Ed core requirements, it would provide both much needed reinforcement of a [WASC/ACCJC](#) core



Student Voices

I mean I learned some (like culture and history in Hawaiian Culture) but I don't think I've gained things like oral communication skills or writing skills from any of my Gen Ed classes.



⁶ FO-designated courses could include 100-level courses in Speech, Communicology, Language programs, Linguistics, Theater, and English, much as they do for UH Hilo's GLA structural requirement.

competency, and be minimally disruptive on 6 of 10 UH campuses⁷.

To help students meet this requirement, perhaps especially non-traditional students, UH campuses could explore and develop alternative evaluative processes such as the [Prior Learning Assessment](#) (PLA) model, or a competency-based assessment approach like that used for Second Language competency (e.g. language placement exam), to recognize and account for skills development in co-curricular or extra-curricular activities. PLA is the evaluation and assessment of life experience for college credits, and can be used by campuses to offer FO credits. Other opportunities might include participation in one of 58 [Toastmasters International](#) clubs in Hawai'i, employment history, or community engagement activities that meet the learning outcomes.

Changing one Foundations Global and Multicultural Perspectives (FG) Requirement to a Foundations Hawaiian Place of Learning (FH)

When the UH Mānoa Faculty Senate adopted the current Gen Ed requirements in 1999, the university's mission at the time was to "prepare students to function effectively in a global society" ([Agcaoili et al. 2017](#), pg. 4). That campus' [strategic plan](#) sets forth a different vision now: "We will be locally and globally recognized as a premier student-centered, Carnegie Research 1, community-serving university grounded in a Native Hawaiian place of learning that summons our rich knowledge systems to help mālama Hawai'i and the world for future generations." This requires us to rethink the role our core curriculum plays in implementing our Institutional Learning Outcomes and strategic priorities.



Faculty Voices

It is important that Hawaii be at the forefront of UH principles. We have the opportunity to showcase our strengths. We could be a leader in Pacific literature, Indigenous Rhetorics, Gender & Sexuality (Indigenous Feminisms), STEAM with a focus on Indigenous Ethics. People come to Hawai'i for the multi-racial, multi-ethnic experiences and consciousness expanding. Let us create that respectful space of learning through our Ōiwi epistemologies. We must really center them, not only use the Hawaiian words for poster advertisements.

The [2021 draft Gen Ed proposal](#) described a place-based centered curriculum, focused in part on the Indigenous cultures and issues in our local communities. In place of the current suite of Diversification requirements, the draft

proposal recommended that courses broaden the number of capacities taught beyond disciplinary content. The draft proposal recommended including a place-based Foundations course (KHUA 100) to serve as an introduction to place-based learning, and a second Foundations course (KHUA 200) that combined global learning with place-based learning.

⁷ Five of ten UH campuses already have a graduation requirement for a lower-division Speech course (see comparison table [here](#)). UH Hilo, on the other hand, has a GLA (Language Arts) course that is part of its [Structural Gen Ed requirements](#), and which may be fulfilled with a foreign language, linguistics, or second-level English course.

The proposal to feature place-based learning within the General Education curriculum garnered support among the faculty and staff of the University of Hawai'i system; however, it also faced significant implementation challenges for both two- and four-year campuses because few courses in existence could meet this requirement. Therefore, the Revisions Team decided to adopt the recommendation from UH Mānoa's GEC to change one Foundations Global and Multicultural Perspectives requirement to a Foundations Hawaiian Place of Learning course. There are already well-developed lower-division HAP-designated courses in place on our campuses (e.g. HWST 107, HAW 100) that could be quickly redesignated FH.

For those students transferring from outside the UH system, they will almost certainly not have taken a course that could satisfy the FH requirement. An introduction to place-learning and local issues serves as a fundamental introduction to Hawai'i for all students. However, students who transfer into the UH system with a significant number of credits are likely ready for coursework at a higher level than a 100-level course. For this population, a different version of the FH course for transfer students entering as a junior from a non-UH institution should be developed.

Increasing Scaffolded Learning of Written Communication and Information Literacy

The team recommends a second Foundational Writing (FW) course, incorporating information literacy, for Bachelors and AA/ASNS students. Currently, each campus requires a different number of Writing Intensive (WI) courses, and certifies them differently (e.g. UH West Oahu does not allow lower-division courses to carry a WI), which causes problems with articulation and transfer. Additionally, there is a drop-off of students' information literacy skills after the first year, because this core competency is only currently included in FW courses. Developing information literacy skills is a foundational written communication (W) hallmark, and data from the [2016 Institutional Learning Assessment Project](#), the [Undergraduate Student Learning Achievement and Student Perceptions: General Education and Institutional Learning Objectives](#) (including a summary of National Survey of Student Engagement [NSSE] results), reports that written communication and information literacy were high in first-year students only, indicating a need for more written communication and information literacy coursework. A single FW course such as English 100 is very effective for getting students ready for college-level writing and learning the basics of information literacy. However, that single FW course is currently coupled with one to five WI courses that can be taken at any time during a student's journey, and at any level from 100 to 400. Although at UH Mānoa, two of the five required WI courses must be upper-division courses, the learning that happens in each WI-designated courses is disconnected from both FW and other WI courses and is insufficiently scaffolded.

Feedback on the draft proposal (summarized in [Appendix B](#)), particularly from written communication experts on campus and the two system-wide writing committees, affirmed the necessity of a second FW course in order to better develop information literacy skills and to have time to further develop the complex processes involved in research and writing

processes, and better prepare students for WI coursework at the upper-division level. For example, UH Mānoa’s Writing Focus Board wrote, “First-year writing should be a two-semester course sequence with an emphasis on information literacy. The first-semester course should be a Writing across the Curriculum course, emphasizing shared values and conventions across academic disciplines” ([UH Mānoa’s Writing Focus Board feedback](#)). UH Hilo’s Gen Ed Committee echoed this recommendation as well: “Our faculty strongly recommends the addition of... a second writing course, perhaps incorporating information literacy, obviating the need for the one credit lab” ([UH Hilo’s General Education Committee feedback](#)). UH West O’ahu has a second FW course required already, as do growing numbers of institutions outside of Hawai‘i. That our three four-year institutions all agree on the need for a second FW course justifies this addition.

There are already quite a few UH courses that could conceivably fill this role, from ENG 200 (Composition II) to courses that introduce students to writing in the disciplines (e.g. ENG 209: Business Writing). Lower-division courses throughout the system that currently carry a WI could also conceivably be redesignated FW2, with some adjustments to include instruction in information literacy. This last point is especially important to note because our proposal is to limit additional Writing-Intensive designations to upper-division courses only. The rationale for this part of the proposal is to ensure greater structured scaffolding of learning. A student in a four-year degree program then would be introduced to college-level written communication and information literacy skills in FW, as they currently are. These skills would be further developed in a second lower-division course that should draw very heavily on existing courses across the curriculum that currently carry a WI (with the addition of information literacy to the SLOs for all WI courses). That student should then ideally take two more WI courses in the major, as part of upper-division coursework.

For a community college student enrolled in a degree program designed to transfer to a four-year UH campus, both lower-division writing courses should be taken: an FW-designated course in the first year, followed by a second lower-division course that centers written communication and information literacy skills development. Again, one can imagine that most if not all lower-division courses that currently carry a WI designation could, with minimal modifications, fulfill what is called the FW2 requirement. Thus, the Revisions Team is not proposing to get rid of WI on our two-year campuses, but rather to reconceive those courses as building more explicitly on FW coursework in order to better prepare students for upper-division WI work.

Reduction of Diversifications to One Course in Each Area of Three Broad Areas

In response to the extensive feedback and recommendations on the draft Gen Ed proposal, three specific changes to the breadth requirements (i.e., Diversifications) are recommended that differ from the draft proposal:

1. Keep a modified version of Diversifications.

2. Collapse the internal categories within the areas of arts, literature, and humanities, social sciences, and the natural (biological and physical) sciences.
3. Confine Diversification designations to lower-division courses.

Our rationale for each of these proposed changes is below.

First, [feedback](#) from many individual faculty and senates over the past year specifically objected to the draft proposal's suggestion to keep scientific reasoning but drop explicit requirements for coursework in the arts, humanities, and social sciences. The arguments offered were varied, but commonly mentioned the need for broad disciplinary exposure to produce well-rounded graduates (though there is no evidence that simple exposure produces well-rounded people). Our accreditation standards (WASC and ACCJC) and Regents Policy do explicitly mention breadth, however. While there is nothing in accreditation documents or the Regents Policy that specifically indicates the need for separate, course-length exposure to disciplinary areas, the team acknowledges the widespread desire among faculty for specific breadth requirements.

The argument, however, that taking 19 credits (2 courses each in the arts and humanities, social and natural sciences) is necessary to achieve exposure to different disciplines is weak when a student can take many of these courses within their major or, at best, take these courses just to check boxes. Although for some students, Diversification courses can introduce them to a new passion, and introduce or reinforce core skills, breadth requirements are arguably most effective at broadening students' exposure to scholarly pursuits outside their chosen major. If curricular exploration is key to the value of breadth requirements for students, then that exploration should happen early on in students' careers. It is already too late for a student who discovers a love for economics in her third or fourth year at college to contemplate switching majors.

Nationally, there are growing arguments against incorporating disciplinary breadth, or liberal education, through distribution models such as ours, as well as lively debates about the purported benefits of this coursework (e.g. [Boix Mansilla 2005](#); [Burke 2021](#)). As an alternative, interdisciplinary coursework and experiential learning ([Wauhkonen 2012](#)), or an areas of inquiry model that specifically identify something valuable in each breadth area (e.g. social inquiry, humanistic perspectives), can be used to communicate the value of breadth. They are more effective when paired with interdisciplinary and/or integrative approaches (e.g., courses thematically focused on big problems or issues that draw on disciplinary perspectives from the arts, humanities, social and natural sciences).



Student Voices

More classes in ethics and critical thinking - especially seminar-style classes - are more productive in teaching and developing good communication skills and soft skills between peers than more writing.



Equally important, we cannot simply keep adding Gen Ed requirements to our current core curriculum. The team proposes reduced Diversifications requirements that, along with modified "double-

dipping" rules, will create the necessary space for more foundation and reinforcement skills development (e.g., a second Oral Communication requirement, a second Foundations

Writing course), which assessment results and UHM's program review indicate are sorely needed. It should be emphasized that additional courses with FW and FO emphasis provides opportunities to reinforce core competencies, while improving students' critical thinking, oral reasoning and communication skills, and encouraging ethical reasoning. If a program seeks to encourage student exploration within their discipline, they should propose courses that meet any of the expanded set of Foundations designations, none of which are meant to be the exclusive purview of one program or discipline (any lower-division course in any program, for example, can apply for an FG or FQ, and that competencies-based evaluation system can and should be extended to the new proposed designations as well). This tradeoff reduces the number of some subject-specific courses in the new General Education redesign; as [UHM's Gen Ed Committee's feedback and recommendations report](#) acknowledges, liberal education or disciplinary breadth can be worked into the Gen Ed curriculum in many different ways.

As a common baseline, the team proposes collapsing our current internal categories so that students take one arts or humanities course, one social science course, and one natural science course with an accompanying natural science lab. Faculty concerned that a reduction of Diversification will mean students will not take their classes are strongly encouraged to increase students' interest by creating and participating in multidisciplinary thematic pathways or clusters that will be discussed in [Program Example 4, Section VI](#). Such a process may in turn encourage cooperation among faculty/courses and enhance faculty's ability to teach disciplinary content in a way that is engaging to non-majors.

The University of Hawai'i System is also planning to define and facilitate the creation of micro-credentials. These micro-credentials can help students assess and communicate their areas of knowledge, skills, and competencies with potential graduate programs and employers. If obtaining micro-credentials requires students to complete the development of their expected competencies, attaching FW, FW2, FO or other designations to courses that currently only carry a DS, DA, DH, or other Diversifications designation, will attract and enhance students' interest and enrollment. Furthermore, the effect of reducing Diversification courses from six to three is not the same in many units of the University of Hawai'i⁸.

The third proposed change is to confine Diversifications designations to the lower-division level. In our current Gen Ed Program, Diversification designations are considered core requirements, but they may be attached to any course from the 100 to 400-level and can be taken by students at any time. Again, there is a compelling argument for liberal education's exploratory benefit for students, as students may discover a love of a subject through checking off a Diversifications box; but doing so at the 300 or 400 level is too late to declare or change majors. Additionally, waiting until the 300 or 400 level may impede students' abilities to earn an Interstate Passport.⁹ *If the greater purpose of disciplinary breadth requirements is to encourage exploration, that should be done during a student's first two years.*

⁸ For example, Shidler College students will not be affected by this reduction as the Humanities, Social Sciences, and Sciences courses are all explicitly included in the program of studies at Shidler College. Other programs have also included several diversification requirements into their major courses.

⁹ Students do not earn an Interstate Passport until they have checked off all Foundations and Diversifications requirements (with a grade of C or better). The Interstate Passport program conceives of breadth requirements as part of the lower-division core.

For these reasons, the proposal is that the shared baseline Gen Ed across our ten campuses include one lower-division course each in the arts or humanities, the social sciences, and the natural sciences. The natural science course should have an accompanying lab that includes some attention to teamwork skills, which is consistently the top competency desired by employers in national surveys ([Finley 2021](#)). Individual UH campuses may choose to combine these three broad disciplinary areas with lower-division skills (e.g., oral communication) and/or values (e.g., sustainability) as well, to infuse greater meaning and value into this part of the Gen Ed curriculum. Integrative mechanisms (e.g., interdisciplinary options) are learning opportunities to help students to draw from and consolidate learning across these three areas of breadth (Lumina 2014). Although they are not included in this revised proposal, there are a variety of readings about interdisciplinarity and integrative mechanisms posted [here](#). These include, among others, examples of integration of disciplinary perspectives in problem-based learning ([Sternberg 2008](#)), first-year programming ([Tooker et al. 2015](#)), signature assignments ([Roach & Alvey 2021](#)), and ePortfolios ([AAC&U 2021](#)).

Critical Thinking

[Critical thinking](#) is not explicitly included as a separate Gen Ed requirement, but it is part of both ACCJC and [WASC Senior Commission's "core competencies."](#) Instead of adding a requirement for one or more Critical Thinking designated courses, it would be preferable to borrow from [UH Hilo](#) in its approach to infusing explicit instruction to develop critical thinking skills throughout the Gen Ed curriculum. At UH Hilo, critical thinking is described as "a core competency that is embedded in rubrics that are used to measure other skills...[including] Information Literacy, Written Communication, Oral Communication, and Quantitative and Scientific Reasoning" (see "Critical Thinking" under "Goals" [here](#)). Faculty submitting proposals to add or renew any Gen Ed designation at UH Hilo must also describe, as part of the proposal process, how they "meet one or more learning outcomes from the Critical Thinking category of the UH Hilo GE Comprehensive Goals and Learning Outcomes." Perhaps something similar can be incorporated into the proposal process for all Reinforcement- and Foundations-level designations. Institutional assessment of critical thinking skills development is able to proceed using student artifacts that carry these and other designations (e.g., Ethics courses). For UH Hilo graduates, coursework in much of the Gen Ed curriculum thus contributes in some way to the development of student abilities to:

- Critique and interpret evidence (primary and secondary sources)
- Identify relevant arguments
- Analyze alternative assumptions
- Identify ethical problems and dilemmas (see [Sternberg 2010](#))
- Evaluate the validity of ethical arguments
- Critically reflect on value assumptions

At UH Mānoa, the assessment of critical thinking yielded [results](#) well below faculty's expectations, demonstrating the need for a more direct and targeted approach to improving critical thinking skills. Using the approach of infusing critical thinking into the proposal process in this way prompts faculty across a campus to pay more explicit instructional attention to critical thinking skills. This approach also precludes the need for one or more

additional designations (and graduation requirements). Critical thinking incorporates a set of related skills and habits of mind that *should* be widespread in the undergraduate curriculum, but these assessment results show clear room for improvement. Using the [AAC&U VALUE rubric for Critical Thinking](#), each campus is encouraged to incorporate SLOs at the appropriate level (i.e. “benchmark” for 100-level courses, “milestone 2” for 200-level courses, etc....) for the purposes of asking faculty to explain how their assignments and course practices directly contribute to the development of elements of critical thinking skills, and for the purposes of measuring student learning in those courses, and improving it as appropriate.

Teamwork

The ability to work productively in teams consistently tops the list of competencies desired by employers in national surveys conducted year after year by AAC&U and other higher education professional organizations ([Carnevale et al., 1990, pp. E1-E32](#); [Finley 2021, pp. 11](#)). Like critical thinking, however, teamwork skills development can be done in many disciplinary contexts and at any level of the undergraduate curriculum. (Refer to the [AAC&U Teamwork VALUE rubric](#) for established definitions and SLOs associated with teamwork.) Also, like critical thinking, students will not develop this critical skill set without explicit instruction and support. Thus, the Revisions Team recommends adding student learning outcomes associated with teamwork to the requirements for several Gen Ed curricular areas. Examples might include science labs, group projects for written and oral communication assignments, project-based coursework, oral debates designed to develop ethical reasoning skills, and so on. The team leaves it up to the next stage of curricular development at the campus level, coupled with cross-campus collaboration facilitated by the UH System administration, to decide where teamwork SLOs might be most appropriately incorporated. The team strongly recommends, however, that it be explicitly included in the Gen Ed SLOs; not doing so when students’ future employers demand it, does all our students a disservice.

SECTION IV: ISSUES PERTINENT TO COMMUNITY COLLEGES

The University of Hawai'i Community Colleges offer three types of Associate degrees -- Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Science (AAS). This Revisions Team proposes the baseline General Education requirements for the AA degrees and the AS in Natural Science degree as these are considered pre-professional transfer degrees in the UHCC System. Some recommendations will be made for how to address the general education in the remaining Career and Technical Education AS and AAS degrees, but the team does not propose to include the 28 credits in these CTE degrees. To read more about the differences in associate degrees, please read this document on [General Education for Community College Degrees](#).

Six of the seven University of Hawai'i Community Colleges are accredited by the [Accrediting Commission for Community and Junior Colleges](#) (ACCJC). The ACCJC requires institutions to include the following in their degree programs and student learning outcomes:

- Communication competency
- Information competency
- Quantitative competency
- Analytic inquiry skills
- Ethical reasoning
- The ability to engage diverse perspectives, and
- Other program-specific learning outcomes.

In alignment with ACCJC accreditation requirements, [UHCC Policy 5.200 - General Education in All Degree Programs](#) provides guidance on determining components of a degree programs general education core for the University of Hawai'i Community Colleges. The policy cites the following general education requirements as needing to be part of a UHCC's degree program:

- An understanding of the basic content and methodology of the major areas of knowledge: areas include the *humanities and fine arts*, the *natural sciences*, and the *social sciences*.
- A capability to be a productive individual and life-long learner. Skills include:
 - oral and written communication,
 - information competency,
 - computer literacy,
 - scientific and quantitative reasoning,
 - critical analysis/logical thinking, and
 - ability to acquire knowledge through a variety of means.
- A recognition of what is meant to be an ethical human being and effective citizen. Qualities include:

- an appreciation of ethical principles,
 - civility and interpersonal skills,
 - respect for cultural diversity,
 - historical and aesthetic sensitivity, and
 - willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
- Demonstrated competence in *writing and computational skills*.

Recommendations for Terminal CTE and Associates Degree Programs

After careful review of the feedback garnered from the General Education Redesign town halls, a review of WASC and ACCJC accreditation standards, and current non-transfer, CTE general education models, the team offers the following recommendations for terminal, non-transfer CTE associates degrees:

Level 1 Recommendations:

- Continue to integrate the General Education Diversification requirements as appropriate in consideration of licensure, industry accreditation, and ACCJC standards with the goal of including as much as possible the proposed baseline general education requirements.
- Utilize the Gen Ed Foundations and other designations nomenclature as proposed by the Gen Ed Revisions Team, most of which are already in widespread use in the UH system and policies.

Level 2 Recommendations:

- Continue to integrate the Gen Ed breadth requirements as appropriate in consideration of licensure, industry accreditation, and ACCJC standards.
- Utilize the Gen Ed Foundations and other designations nomenclature as proposed by the Revisions Team.
- Where opportunity presents itself, consider modifying major courses for approval to be designated as Foundation or Diversification courses.
- CTE programs should highlight scaffolded learning opportunities within their curriculum, i.e., Automotive students build upon Technical Math concepts in the first semester, which are reinforced and further developed through applied learning opportunities throughout the 4-semester curriculum. Mastery level skills are assessed in the “capstone” AMT 260 Diagnostic and Repair course.

For Foundation Hawaiian Place of Learning (FH), CTE programs may consider the following options for integrating these Foundations requirements:

Level 1 Foundations Hawaiian Place of Learning Recommendations:

- Integrate FH as a General Education requirement

Level 2 Foundation Recommendations:

- Modify major-specific courses for approval to be designated as a Hawaiian Place of Learning course

SECTION V: NEXT STEPS - CAMPUS-LEVEL DEVELOPMENT

The revised Gen Ed curriculum described in [Section III](#) is a baseline framework that each campus may shape to best support their unique student bodies, communities, and programs, and to meet programmatic, campus, system, accreditation, community, industry, and other needs. For some community college campuses, these baseline Gen Ed requirements may be enough. Other campuses may consider adding additional competencies, multidisciplinary buckets, or values (e.g., sustainability) to the existing designations. For example, a student who takes an FH course on one UH campus may transfer to another UH campus which decides that all their FH courses should also introduce ethical reasoning skills; in that case, the student should not have to repeat the course or take another course to address ethical reasoning. Once a requirement is checked off on any of our campuses, it is checked off on all of them.

Four-year institutions may consider creation of a signature Gen Ed program such as those described below by infusing high-impact practices or institutional values into the baseline Gen Ed. Campuses should create innovative curricula as faculty desire and to the best of their abilities, such as through layering thematic pathways, interdisciplinary clusters, and values (i.e. Sustainability and/or Native Hawaiian Place of Learning) into Foundations, Diversifications, or Reinforcement requirements; additional competencies or requirements (e.g. a second quantitative reasoning course); and high-impact practices such as interdisciplinary courses, ePortfolios, project-based learning, and so forth. *The team strongly recommends, however, that no more than six additional credits of campus-wide graduation requirements be added to this core for a four-year degree.*

Hawaiian/Second Language (H/SL) requirements need to be campus specific as well, given the vastly different capacities of the faculty on each campus to offer language courses to all undergraduates. UH Mānoa's Gen Ed Committee produced a [comprehensive report](#) in 2021 about Hawaiian/Second Language requirements on that campus; the Revisions Team strongly recommend that four-year campuses read it and discuss how to incorporate campus-level H/SL requirements into their Gen Ed programs or graduation requirements.

Four examples of how such values or high-impact practices could be incorporated into a campus' Gen Ed program are offered. These examples are not meant to be mutually exclusive choices. None are fully developed because our intent is to inspire each campus' faculty to consider what they value in a Gen Ed program and can realistically provide for their students. There are, for example, many different ways of building a stronger place-based thematic focus into the baseline Gen Ed program, through pairing Native Hawaiian content with skills development in different requirements (e.g., the Foundations Writing course could simultaneously serve as an introduction to place-based issues/topics). Alternatively,

campuses can choose to add one or more graduation requirements, like a Sustainability-designated course with specified double-dipping rules developed in tandem (e.g., S or SUST courses can carry a Diversification, but not a Foundations designation). Campuses may add competencies such as civic and community engagement to the proposal requirements for different Gen Ed designations, including both two- and four-year schools ([Matto, McCartney, Bennion & Simpson 2017](#); [Padron 2021](#)). However, a course that fulfills a specific Gen Ed requirement on one campus will still be considered as fulfilling that requirement if a student transfers to another UH campus if the course is different, but the designation is the same.

In implementing an augmented, theme or values-based curriculum, campuses must be cognizant of the transferability of credits as guaranteed by UH Systemwide policies and procedures, such as EP 5.209. *Campus-level variability will only work well if all campuses agree to a policy of seamless transfer.* If Leeward Community College, for example, wants all Diversification social science courses to be Sustainability-focused, that is fine, but a student who transfers to Leeward from a campus where Diversification social science courses are not sustainability-focused should still be considered to have met the Diversification social science requirement. Similarly, a campus that has themed groups of Diversification courses (e.g. students choose a theme, and take their arts and humanities, social and natural science courses as a cluster) cannot require transfer students to repeat coursework if they transfer with Diversification-designated courses that do not have the same thematic focus. Stated differently, thematic and values-infused courses are campus-based and should not affect the transferability of those Gen Ed courses.

It bears repeating that the examples below are intended to inspire our faculty to explore different ways that their values, additional competencies, and high-impact practices might be built into or on top of the baseline Gen Ed program of updated requirements. There are many examples of innovative and high-impact practices incorporated into the Gen Ed programs listed in [this document](#). These are certainly not the only models available to us, but they provide additional examples of how different institutions have created signature Gen Ed programs, elements of which may work for a UH campus.

The feedback and recommendations collected last academic year show that faculty prefer curricular models closer to our current distribution requirements model (with a list of requirements that need to be completed by students and administered through a proposal process in which faculty show they meet the hallmarks and SLO requirements for a designation). There are opportunities, however, to shift this paradigm. It is already the case that our current Gen Ed program is competencies-based. In other words, even if a UH campus only offers sections of a single FW course (ENG 100), the FW requirement is not an ENG 100 requirement. Nor is our current Gen Ed program credit based. Designations can be attached to courses with variable credits (e.g. a WI can be attached to a 1, 2, or 4-credit course), and can be granted for extraordinary experiences (i.e. [Focus exemptions](#)) or abilities (e.g. through placement exams or writing portfolios). In the tables below, *approximate*

numbers of credits are provided that assume designations are attached to 3-credit courses, because that is how many of us are used to thinking about them. There is nothing in our accreditation standards, Regents’ or Executive policies, or the Interstate Passport that explicitly requires that separate courses introduce students to written communication skills, the natural sciences, ethical reasoning, etc. Thus, we have the opportunity to consider more innovate and efficient ways to meet learning outcomes, such as integrating them through ePortfolios, expanding prior learning assessment (PLA), focusing transfer credit evaluation decision-making on student learning objectives instead of Hallmarks, and working to more systematically address communication skills and habits of mind (e.g., information literacy, critical and creative thinking) through multiple points of exposure. All of these can be ways for students to check off requirements that are alternatives to traditional courses.

High-Impact Practices

Kuh (2008; see also [Kuh & Schneider 2008](#)) describe high-impact educational practices as learning activities which: 1) usually take place over time, 2) involve interacting with peer-learners and/or instructors, 3) may have novel or challenging intellectual and practical tasks, 4) are well-organized and appropriately planned with opportunities for immediate formal and informal feedback, and 5) include collaborative learning. Examples of higher education high-impact educational activities are shown in Table 2 below:

Writing Intensive Courses	ePortfolios	Learning Communities	Study Abroad Programs
Diversity/Global Learning	Capstone Courses & Projects	Internships	Undergraduate Research
Collaborative Assignments & Projects, Team-Based Learning	Service Learning, Community-Based Learning	Common Intellectual Experiences	First-Year Seminars & Experiences

Feedback and recommendations on the draft proposal overwhelmingly rejected the suggestion of a capstone course requirement for all four-year UH students, as well as an optional capstone course or experience for AA students. While Gen Ed capstone courses are part of the programs at many institutions of higher education, there was a great deal of confusion about what these courses would entail and their potential benefits. In lieu of a capstone, high-impact educational practices can provide an avenue to provide significant education benefits for students. This section describes **four high impact practices as examples of what is possible**: Native Hawaiian Place of Learning, ePortfolios, project-based

learning as the focus of a campus' hypothetical Gen Ed program, and interdisciplinary thematic pathways or clusters.

Program Example 1: [Native Hawaiian Place of Learning](#)

As an Indigenous-serving institution, the University of Hawai'i has a responsibility to incorporate Hawaiian culture into our curricula and campus life. One way to differentiate UH from other statewide university systems would be to focus on place-based learning ([Goodlad & Leonard 2018](#)) in a variety of Gen Ed coursework. The introduction of place-based learning in the previous proposal was widely met with praise from faculty across the UH system, and so campuses are encouraged to consider different ways this could work for each ([Langran & Dewitt 2020](#); Table 3 provides an example of what this might look like. The designations colored in pale yellow indicate possible places to infuse place-based learning.

Table 3 <i>Native Hawaiian Place of Learning Sample Curriculum</i>	
Foundations: FH Foundation Hawaiian Place of Learning FW1 Foundation Writing FW2 Foundation Writing II FG Foundation Global Perspectives FO Foundation Oral Communication FQ Foundation Quantitative Reasoning	In addition to FH courses offered both in 'Ōlelo Hawai'i and English, campuses could designate HAW 101 as a FO. FG courses taught by a specific campus' faculty could also include a stronger place-based component.
Diversifications: DA & DH Arts & Humanities DS Social Science DB & DP Natural Science	Interdisciplinary clusters or thematic pathways focused on Hawai'i and/or Indigeneity. Diversifications-designated courses offered in 'Ōlelo Hawai'i, or centering Native Hawaiian perspectives.
Reinforcement: WI Writing Intensive WI Writing Intensive OC Oral Communication (upper division) E Ethics HAP Hawaiian, Asian, Pacific	In addition to HAP, Ethics (E) courses could include at least one place-based ethical issue. Perhaps one WI course requirement on a campus could also have to have locally focused place-based learning.
Campus-level requirement: H/SL Hawaiian/Second Language	As a campus-level graduation requirement, perhaps all students would take (or test out of) Hawaiian language courses, either as part of or in addition to a campus-wide H/SL requirement. For example, maybe HAW 101 and one other H/SL course is required. Or maybe 102-level H/SL competency is required, regardless of the language or how students fulfill it (e.g. back credits and placement exams still apply).

A Gen Ed curriculum that better reflects a Native Hawaiian Place of Learning is more fully described in [this Google document](#).



Student Voices

I think the faculty and staff should be more educated and immersed into the Hawaiian language and culture. It is their responsibility as educators in this land of Hawai'i to be able to converse in Hawaiian and know the correct history of Hawaii.



Another example of incorporating Native Hawaiian epistemology (Meyer, 2001; Kana'iaupuni & Kawai'ae'a, 2008; Fraser 2022) is by utilizing professional development to provide faculty opportunities to learn and incorporate place-based learning into their

coursework. Honolulu Community College and Kapi'olani Community College's [E Ho'i Na Wai Professional Learning Program](#) is a model that campuses may consider adopting. The E Ho'i Na Wai Professional Learning Program was developed to provide faculty and staff with opportunities to learn Indigenous education frameworks through Hawaiian mo'okū'auhau, mo'oleo and mo'omeheu (genealogy, stories and culture, which are Indigenous approaches to teaching and learning).

For non-transfer or terminal AAS and AS degrees, the Gen Ed Revisions Team recognizes that these degree programs need to balance accreditation and industry requirements as they pertain to providing students in these programs with workforce training and a comprehensive education. In light of these constraints, the following strategies can help faculty find a way to incorporate Native Hawaiian epistemology into non-transfer degree programs:

- Adding a program requirement where students are required to complete a Hawaiian knowledge module or course.
- Provide faculty with release time to participate in professional development opportunities focused on incorporating place-based learning into their teaching pedagogy.

Program Example 2: [ePortfolios](#)

Rather than proposing a universal capstone requirement that would add perhaps 1-3 credits of coursework for students and require the development and staffing of many new courses, an ePortfolio can be used as an integrative mechanism throughout a student's Gen Ed journey.

The use of ePortfolios in individual courses focuses student learning on collaborative work, producing polished writing and oral presentations, and self-reflection. The use of pictures, videos, and other media to demonstrate learning, coupled with students' written self-

reflection, gives students opportunities to demonstrate their learning in context, with relevance, and to display complex skills progressively developed throughout their higher education journeys. Faculty may suggest to students that specific assignments in their courses can serve as contributions to students’ ePortfolios, accompanied by students’ own reflections about how their products illustrate their achievement of learning goals. Contributions to students’ ePortfolios can also come from co-curricular learning opportunities, Study Abroad experiences, service-learning, internships, and so on. Over time, students’ ePortfolios thereby come to demonstrate deeper learning and the integration of learning across their full academic journey ([Eynon & Gambino 2017](#); [Eynon & Gambino 2018](#); [Honor 2021](#); [Kuh 2008](#); [McLellen 2021](#); [Mihai, Questier & Zhu 2021](#); [Peet et al. 2011](#); [Whitmore & Thacker 2021](#); [Whitney, Rowley & Bennett 2021](#)). ePortfolios also provide individual modules that students can link to when pursuing an internship, job, or spot in a graduate program. They are, moreover, already in use in some UH programs, such as UH Mānoa’s Communication BA majors (see [Buente et al. 2015](#) for an article describing this program’s experience).

There are many ways that ePortfolios can serve as an integrative mechanism for (some) degree program and Gen Ed coursework (they do not, however, need to draw on every course). For example, students’ contributions could be developed in specific courses (e.g., introduced as part of FW2 classes), or faculty could simply ask students to consider uploading a well-done lab report from their classes into students’ ePortfolios. Thought-provoking prompts can facilitate student skills in reflective composition for synthesizing and meaningfully presenting their curricular and extra-curricular learning progress to others ([Nino & Hicks 2021](#)). This is why ePortfolios are a high-impact educational practice (see [Table 2](#)). Furthermore, they are also great tools for program and institutional assessments. Digitized grading or assessment rubrics for specific student learning outcomes for assignments or for lab/clinical competencies allows automated analysis of ePortfolio data. These datasets are useful for anonymized group assessments for course, program, department, and campus level appraisals.

Table 4 <i>Sample Program with Learning Integrated through ePortfolios</i>	
<u>Foundations:</u> FH Foundation Hawaiian Place of Learning FW1 Foundation Writing FW2 Foundation Writing II FG Foundation Global Perspectives FO Foundation Oral Communication FQ Foundation Quantitative Reasoning	To effectively implement an institutional student ePortfolio program at a UH campus, perhaps each Gen Ed course focused on one or more core competencies should: 1) have one or more signature student assignment(s) which includes, 2) two or more of five WASC core competencies as measurable student
<u>Diversifications:</u> DA & DH Arts & Humanities	

<p>DS Social Science DB & DP Natural Science</p>	<p>learning objectives. The five core competencies include: Written Communication, Oral Communication, Quantitative Reasoning, Information Literacy, and Critical-Thinking (WASC 2021). Three additional competencies are included in the ACCJC (2014) student learning standards: analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.</p>
<p><u>Reinforcement:</u> WI Writing Intensive WI Writing Intensive OC Oral Communication (upper division) E Ethics HAP Hawaiian, Asian, Pacific</p>	
<p>Possible campus-level requirement: 1-3 credit ePortfolio course for final development, help with self-reflections, editing and formatting, etc.</p>	

This example of a Gen Ed curriculum that effectively incorporates ePortfolios as a high-impact, integrative pedagogical practice, is more fully described in [this Google document](#).

Program Example 3: [Project-Based Learning](#)

Project-based learning experiences and courses integrate and apply scholarly writing, rhetoric, mathematical, and data literacy skill-building activities, using all of the human senses as an effective and engaging educational strategy. A project-based Gen Ed model would prepare UH students to engage and contribute in the highly technological and fast-changing multicultural world, of which Hawai'i is part.

The sample Gen Ed program in Table 5 below is fully project-based, however this could be partially or wholly adapted for any of the UH campuses. For a full discussion with examples of each of the courses in the curriculum map and applicable student learning outcomes rubrics, see [this Google document](#).

	Seminars with ePortfolio	Creative Arts and Letters	Local/National/Global	DEIE/Sustainability	Sciences	Wellness	Second Language
100 Level	1st Year Learning Technology & ePortfolio (FQ)	Applied Arts or Humanities Project (DA or DH)	Applied Hawai'i & U.S. Civics Projects (FH)	Applied Diversity, Equity, Inclusion, & Ethics Project (FG)	Applied Biological or Physical Science Project (DB or DP)		2-4 semesters or equivalent (for some baccalaureate degrees)
200 Level		1Applied Literature Project (FW2)				Applied Lifelong Wellness	

						Project (DS)	
300-400 Levels	¹ Information Literacy & ePortfolio (WI)		Applied Global Perspectives Project (O)	Applied Sustainability Project (E)			
Credits	6	6	6	6	8	3	6-12

¹First Year Learning Technology & ePortfolio transfers to other schools as 3 credits of 100-level Quantitative Reasoning, Applied Literature Project as 3 credits of 200-level Writing, and Data/Information Literacy & ePortfolio transfers to other schools as 3 credits of 300-level Communications.

Program Example 4: [Interdisciplinary Thematic Pathways or Clusters](#)

Thematic pathways or clusters in Gen Ed are one way to highlight a campus’ shared values, such as sustainability and/or Native Hawaiian Place of Learning (NHPoL), or areas of research expertise (like Pacific studies or astronomy). For example, clusters of courses across the three Diversification courses that explore place-based or sustainability issues from different disciplinary perspectives would help students create meaningful connections between their courses. Alternatively, some group of Foundations, Diversifications, and/or Reinforcement courses that share content related to sustainability or NHPoL could be offered as part of a cluster or pathway on a campus, perhaps even in formal [Pathway Minor programs](#) (Biscotte & Holloway 2022). These and other ideas for building interdisciplinary thematic clusters or pathways into a campus’ Gen Ed program are described in more detail in [this Google document](#). Below is a quick snapshot of how thematic pathways or clusters could be constructed on a four- and two-year UH campus.

Four-Year Program Example

Table 6 below offers an example of how a four-year campus’ values (in this case, Sustainability) might be paired with specific requirements on a campus. It is important to note that doing so would not mean adopting all the themed pairings below, but rather campus-level decisions about where such values could be realistically built into the baseline Gen Ed.

<p>Table 6 <i>Interdisciplinary Thematic Pathway Sustainability Example for a Four-Year Campus</i></p>	
<p><u>Foundations:</u> FH Foundation Hawaiian Place of Learning FW1 Foundation Writing FW2 Foundation Writing II FG Foundation Global Perspectives</p>	<p>Sustainability-focused content used to develop foundational level oral and/or written communication skills, and quantitative reasoning.</p> <p>Sustainability issues might also be</p>

<p>FO Foundation Oral Communication FQ Foundation Quantitative Reasoning</p>	<p>incorporated into FH courses, as appropriate.</p>
<p>DA/DH Arts & Humanities DS Social Science DB & DP Natural Science</p>	<p>Sustainability-focused coursework across the arts and humanities, social and natural sciences courses with Diversifications designations: this effectively creates three-course clusters built around a theme. Other clusters of three themed courses might focus on Oceans, Climate Change, Social Justice, Indigeneity, or other topics.</p>
<p>WI Writing Intensive WI Writing Intensive OC Oral Communication (upper division) E Ethics HAP Hawaiian, Asian, Pacific</p>	<p>Examples: One WI course must have Sustainability content Ethical issues around Sustainability efforts</p> <p><i>Note that Sustainability content can be worked into any Reinforcement-level course.</i></p>

Two-Year Program Example

The kinds of modifications described more fully in [this Google document](#) can also be built into the Gen Ed program on a two-year UH campus. One example of infusing values into a Gen Ed program is represented by how Hawai'i Community College has articulated a [values-based Gen Ed philosophy](#).

<p><i>Interdisciplinary Thematic Pathway Sustainability Example for a Two-Year Campus</i></p>	
<p>Foundations: FH Foundation Hawaiian Place of Learning FW1 Foundation Writing FW2 Foundation Writing II FG Foundation Global Perspectives FO Foundation Oral Communication FQ Foundation Quantitative Reasoning</p>	<p>Sustainability-focused content used to develop foundational level oral communication skills.</p> <p>Sustainability issues might also be incorporated into FH courses, as appropriate.</p>

<p><u>Diversifications:</u> DA/DH Arts & Humanities DS Social Science DB/DP Natural Science</p>	<p>Sustainability-focused coursework across the arts and humanities, social and natural sciences courses with Diversifications designations: this effectively creates three-course clusters built around a theme. Other clusters of three themed courses might focus on Oceans, Climate Change, Social Justice, Indigeneity, or other topics.</p>
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SECTION VI: IMPLEMENTATION RECOMMENDATIONS

The Revisions Team spent considerable time and effort discussing the implications of these changes to our shared Gen Ed requirements, as well as the potential impacts on different programs and campuses across the UH community. The Revisions Team decided to present most of our specific recommendations in the form of a detailed timeline, which appears in [Appendix D](#). However, there are implementation considerations in three categories that do not readily fit into the timeline format. Discussions of potential impacts on enrollments, BANNER and STAR, and assessment are included in this section.

Proactive Responses to Potential Impacts on Enrollments

The complexities of implementing various changes have been carefully considered by the Revisions Team, after reviewing both the draft proposal and all of the extensive feedback and recommendations submitted by various stakeholders. Although the proposed changes to Gen Ed requirements will variably affect departments and programs across the UH system, the inclusion of limited double-dipping rules can help to ameliorate some possible negative impacts. This section summarizes some possible solutions for impacted programs, which will not be evenly felt across programs or campuses.

For example, our proposal adopts UH Mānoa GEC's recommendation to replace one Foundations Global & Multicultural Perspectives (FG) requirement with a Foundations Hawaiian Place of Learning (FH) requirement. Although this change may cause lower enrollments in some courses (e.g. HIST 152), those programs are encouraged to explore which other designations (such as FH or FW2) that could be attached to their courses. The [feedback](#) related to place-based learning, and our responsibilities as an Indigenous-serving institution, require us to use this opportunity for the Gen Ed curriculum to better reflect our [Institutional Learning Outcomes](#) and our collective values.

As a second example, Diversification requirements are reduced from 19 credits to 10 credits in order to make room for more scaffolding of skills development in the curriculum. Institution-wide assessment results across our campuses generally indicate significant room for improvement in their achievement of student learning outcomes. To facilitate learning improvements of core competencies, the team also recommended collapsing the internal Diversification sets of designations into three categories: arts and humanities, social sciences, and natural sciences. For example, what are currently designated Diversifications Biological Sciences (DB) and Physical Sciences (DP) can be grouped into one category of Natural Sciences. While this change will undoubtedly lead to both shifts in and perhaps decreases in the enrollments of particular courses, the addition of other designations to courses, such as FO or O can again help mitigate the impact.

Currently, an Oral Communication (O) or Speech course is required on almost all of our campuses, but again, campus-level assessment results indicate far too few of our students are meeting our expectations. To better scaffold learning, and to provide students with more instruction and practice, the oral communication requirement is increased to two courses, including one lower-division introductory course and one upper-division course, ideally focused on major-specific forms of oral communication. This change also provides another opportunity for departments affected by other changes to offset enrollment losses with an FO or O. For example, a theater course currently designated Diversification Art whose enrollment might drop when DA, DH and DL designations are collapsed, could pivot to focusing on the Foundations Oral Communication skills inherent to the practice of theater instead.

Finally, the team notes the potential benefits to programs of building engaging high-impact practices into their campus' core curriculum, such as multidisciplinary thematic pathways or clusters, integrative ePortfolios, and project-based learning. These kinds of high-impact educational practices represent exciting opportunities for faculty in a wide range of disciplines from the arts and humanities to the social and natural sciences, to collaborate with each other in the creation of engaging, integrated academic journeys for students. With long overdue revisions to the Hallmarks and SLOs that lessen the burden of administration and paperwork, faculty who are willing to seek new ways to participate in the Gen Ed program can find exciting opportunities for themselves.

That said, the proposed revisions could potentially have significant impacts on specific departments' and programs' course enrollments. These impacts are impossible to accurately predict because the particular impacts will entirely depend on how programs respond proactively to changes. For example, this revised proposal aims to solve the problem of dilution of the Diversification requirements by attributing them only to 100- and 200-level courses; that should drive enrollment up for 100- and 200-level courses in all departments. Instead of students checking off breadth requirements randomly as they currently do, Diversification-designated courses could instead be used to recruit students into majors or minors, especially if courses are part of thematic clusters of keen interest to students.

It is also important to recognize that this proposal *maintains*, not changes to, a competencies-based approach to Gen Ed. We do not currently require specific courses (as we did before our current Gen Ed was approved in 1999). Rather, we define Gen Ed designations' criteria so that conceivably any program could offer courses that meet them. Hawaiian and foreign language courses, for example, could consider an FO designation. Lower-division courses currently designated WI could instead be reconceived as either 100-level FW options or 200-level FW2 courses (or be reoriented toward other Foundations designations). This proposal represents a moderate set of revisions, not a new curricular model or approach to Gen Ed, that would have entailed much greater curricular disruption.

Banner and STAR Considerations

Course information, degree program information, and transfer course equivalencies are housed in BANNER. Campuses have the responsibility to update pertinent course information in BANNER so that the STAR Degree Audit Tool reflects degree requirements accurately. Students and UH personnel with advising responsibilities utilize the STAR Degree Audit tool to understand what is required of their current degree program students, register for courses each semester, and track the progress made towards degree completion. The two platforms work in tandem with one another and rely on the timely updating of BANNER and the STAR rules interface.

The following information sources provide UH personnel with course, transfer database, and STAR rules building responsibilities with specific course information and degree program requirements:

- Approved curriculum through campus curriculum committees
- Campus Catalog
- Campus listing of approved Gen Ed course designations
- STAR Course Changes and Unarticulated Course Reports

To ensure that STAR accurately reflects information for new, continuing, returning, and transfer students in a timely manner, the Revisions Team recommends the following changes to current BANNER and STAR practices related to curriculum changes and modifications.

- Setting a UH System-wide curriculum action deadline for all ten campuses that considers the time needed to update course information, update a campus' transfer database, and STAR rules builds for STAR GPS Pathways
- Consider the addition of a STAR Rules Builder person to be a non-voting member of each campus' curriculum committee
- Convening campus STAR Rules Builders from across the UH System to identify and implement best practices for utilizing the functionality of Rules Client, the STAR rules building platform, to address the start and end dates of course designations and attributes, as well as consistent practices to address the impact of changes in Gen Ed requirements for continuing and returning students subject to the degree requirements from prior catalog years
- [Identifying common best practices for:](#)
 - Transfer database updates
 - STAR Rules Building

Assessment Considerations

Best practices for the assessment of student learning across programs and institutions include signature assignments and shared rubrics, and "closing the loop" of the assessment

cycle by identifying and implementing changes to improve teaching and learning. Specific course requirements that include these elements may be mandated by each of our GECs to ensure valid campus-wide assessments and a culture of learning improvement. The (revised) student learning outcomes built into the Gen Ed program can then be measured via period institution-wide assessment projects in a staggered schedule that simultaneously satisfies accreditation requirements (see the [table on UHM's Gen Ed Office website](#) for an example). Developing a campus-wide assessment strategy for the Gen Ed curriculum may require each GEC to partner with assessment coordinators and committees, in order to assess the SLOs and work to improve learning. Finally, it is worth noting that the Revisions Team fully concurs with the Systemwide Assessment Coordinators Group that assessment of student learning needs to remain at the campus level. Institution-level assessments are necessary for accreditation, and in recognition of the key differences between UH campuses in the particular characteristics of our student bodies and the suite of academic programs we each offer.

A Final Note

For all readers who have gotten this far in the proposal, it is important to repeat what is written in the introduction, namely that the Revisions Team is not proposing an identical Gen Ed program for all ten campuses. Instead, this proposal includes:

- A suite of badly needed updates to our current system-wide Gen Ed core (see [Section III](#) and [Section IV](#)) for most, but not all, degree programs
- An efficient way (via updated hallmarks and student learning outcomes) to introduce and reinforce other important competencies (information literacy, critical thinking, and teamwork) in Gen Ed courses, without adding additional graduation requirements
- A more comprehensive solution to long-standing issues with transfer and articulation, credit loss, and outdated processes and policies (see [this section](#) and [Appendix D](#))
- better intentional scaffolding of skills development so that competencies are both introduced and reinforced at least once for four-year programs (thereby helping us to achieve better assessment results for our campuses and, more importantly, for our students)
- (Hopefully) inspiring examples of how campuses might create a signature Gen Ed program that “fleshes out” this baseline core in its own unique ways (see [Section V](#))

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APPENDIX A: Feedback on draft proposal

Consultation Process

As the UH Systemwide General Education Redesign moves forward, feedback and consultations have been crucial to reviewing and revising the draft proposal, which can be [downloaded here](#). From October 2021 through May 2022, we collected feedback and recommendations via formal consultation through all ten campus-level faculty senates (in accordance with both the letter and spirit of relevant policies ([RP 1.210](#), [RP 5.213](#), and [section R-20](#) of the 2017-2021 UHPA-BOR contract)). Members of the Curriculum Design Team also attended a set of eight virtual Town Halls, and at least 29 meetings with departments and other groups across campuses (see the list [here](#)). Feedback and recommendations were submitted via email, and anonymously via links to Google forms that were distributed in system-wide emails or during each of the town halls. Campus- and System-level General Education committees and boards submitted feedback and recommendation reports, as did Assessment offices from campuses and from the Systemwide Assessment Coordinators Group, academic advisors, UH Mānoa's General Education Office, and many others.

Links to Data and Feedback Reports

For a detailed look at the individual comments provided, please review the raw data through the [Gen Ed Redesign Feedback spreadsheet](#); in this spreadsheet, individual comments are grouped into different sheets by topics (toggle between sheets with the tabs at the bottom). Committee and Senate reports [can be found in this folder](#). For any questions or concerns about the feedback review, please email gedesign@hawaii.edu. All other information related to the GenEd Redesign, including the Revisions Team schedule and more, can be found on the [Gen Ed Redesign project website](#).

Below is a brief summary of feedback that was received through a variety of mechanisms in academic year 2021-2022, broken down by common themes and general areas of concern.

Feedback Organization

Feedback was first organized into categories based on the tiered structure of the draft proposal: Foundation, Reinforcement, Guiding Principles, and Capstone.

Reading through every word of it, the team recognized several themes and general areas of concern:

- Place-based/Hawai'i-specific
- Clarity and transparency
- Implementation and review
 - Impact on faculty and students
 - Concerns about courses
- Transferability

The Revisions Team took all of the provided feedback quite seriously, and discussed all of it over the course of a full week. A summary of the feedback and recommendations for revision can be found below.

FEEDBACK AND RECOMMENDATIONS SUMMARY

Place-based/Hawai'i-specific learning

Within the Foundations and Guiding Principles sections, many comments were received questioning how placed-based learning and Hawaiian language, values, and learning would be considered in the new Gen Ed.

While the idea of place-based learning was widely well-received, there was concern about misappropriating and misusing Hawaiian language and a general disconnection from Hawaiian values. Feedback also indicated that although the proposal used Hawaiian language, genuine opportunities for Hawaiian students and community members were lacking, and centering Indigenous knowledge was concerning.

Sample quotes:

- *"Generally, the HAP Board likes the Native Hawaiian, Indigenous, and place-based focus but would like to see more explicit inclusion of concepts around multilingualism and multiculturalism (such as KHUA 100 and KHUA 200)."* - [UH Mānoa HAP Board](#)
- *"It is important that Hawai'i be at the forefront of UH principles. We have the opportunity to showcase our strengths. We could be a leader in Pacific literature, Indigenous Rhetorics, Gender & Sexuality (Indigenous Feminisms), STEAM with a focus on Indigenous Ethics. People come to Hawai'i for the multi-racial, multi-ethnic experiences and consciousness expanding. Let us create that respectful space of learning through our 'Ōiwi epistemologies. We must really center them, not only use the Hawaiian words for poster advertisements. We have a real chance to create something unique and valuable."* - [GenEd Redesign Anonymous Feedback](#)

Recommendations provided to address these issues included:

- Providing free tuition for Hawaiian students,
- Incorporating sustainability based curriculum,
- Centering 'Ōiwi epistemologies in learning,

- Increasing requirements to meet the goal of being a “Hawaiian place of learning,”
- Increasing multilingualism and multiculturalism,
- Implementing supplemental learning modules for non-kanaka faculty.

It was also noted that Article X and XV (Section 4 of the Hawai‘i State Constitution of 1978) recognizes “English and Hawaiian as official languages of Hawai‘i” and that this should be reflected in the proposal in part by including Hawaiian language as a Gen Ed requirement and by promoting Hawaiian values. At the same time, some expressed concern with the capacity of all UH campuses to implement a Hawaiian language requirement, especially those that don’t have a department already in place, and if allowing individual campuses to decide, ensure there is justification for the decision.

Sample quotes:

- *“The HAP Board strongly recommends that language education be a requirement for students to demonstrate multilingual capacity with a strong foundation in Hawaiian language considering it is one of the state’s official languages.”* - [UH Mānoa HAP Board Feedback](#)
- *“We believe firmly that Hawaiian/Second Language study should be a requirement for all students rather than an option for individual colleges and departments. In addition to the skill of speaking an additional language, learning languages provides exposure to other cultures and multiple perspectives and subsequently intercultural dispositions. These nonlinguistic benefits lead to development of empathy, understanding, and openness to other perspectives.”* - [Department of Second Language Studies Feedback](#)
- *“While there is a lot of seemingly progressive Hawaiian language, there seems to be a disconnect with actual Hawaiian values... and work/action. Looking closely, it feels like the place-based/indigenous language is only surface/superficial.”* - [GenEd Redesign Anonymous Feedback](#)
- *“Hawaii is a dual language state, (Article XV, Section 4) - I am concerned that the effort to address this is not reflected in the proposal.”* - [GenEd Redesign Anonymous Feedback](#)

Clarity and Transparency

There were concerns about the proposal’s general clarity, in particular regarding the lack of definitions for terms such as capacities, touchpoints, and Kahua. There was also a concern that Gen Ed requirements in the draft proposal were not mapped well to Institutional Learning Outcomes. Many comments reflected concern about course and capacities assessments, the need to redesign the Gen Ed curriculum, whether the redesign will lead to more confusion for students as they attempt to navigate the Gen Ed requirements and/or transfer process, and a lack of clarity surrounding implementation of all areas within the

proposal. There was also general concern about the inclusion of feedback and transparency throughout the redesign process.

Sample quotes:

- *"We wish the proposal was easier to understand and how we can connect our expertise and skills to this?"* - [GenEd Redesign Anonymous Feedback](#)
- *"Many concerns relate to the system's initial request to consider and vote on the proposal before having a full discussion of its implementation."* - [Windward Community College Feedback Report](#)

Recommendations provided to address these issues included:

- Adding clear and concrete definitions, examples, and explanations focusing on why the UH system is pursuing the redesign and how this will benefit those working and learning within the system,
- Providing references to assessment results, UH Mānoa's program review, and relevant scholarly literature throughout the proposal,
- Continuing to solicit and encourage public conversations about Gen Ed across UH campuses and as a System,
- Incorporating and directly responding to feedback in this revised proposal, and
- Ensuring that requirements are comprehensible and easier to navigate for students by reducing the list of competencies and structuring them in a simpler way.

Implementation and Review

Feedback related to the implementation and review of the draft Gen Ed proposal included strong concerns about how the proposed curriculum would be implemented and reviewed, as the original draft did not address implementation considerations, along with concerns about the impact that it would have on faculty, students, course enrollments, assessment, and advising.

Sample quotes:

- *"A significant shortcoming of the proposal document is that it does not include implementation strategies. As faculty responsible for carrying out the general education curriculum, we do not support a proposal that does not address how the proposed curriculum and its components would be developed, administered, and maintained."* - [Hawai'i nui ākea School of Hawaiian Knowledge](#)
- *"Implementation Plan [needs work]: curriculum-building must include considerations for implementation."* - [Leeward CC General Education Redesign Proposal Feedback](#)
- *"Proposal is [a] great starting point, helps to conceptualize. Advisors need to know how transition to [the] new curriculum will roll out."* - [GenEd Redesign Anonymous Feedback](#)

- *"How will we map and assess it-still needs to be developed."* - [GenEd Redesign Anonymous Feedback](#)

Much of this feedback also expressed concern that the UH campuses will lack resources such as qualified staff, faculty and technology to implement changes, develop and offer additional courses (especially regarding the proposed capstone), and how these changes would affect the curriculum already in place and student enrollment shifts. Other implementation concerns were related to STAR tracking and advising.

Sample quotes:

- *"We don't have enough faculty or staff for this."* - [GenEd Redesign Anonymous Feedback](#)
- *"I do not believe that my campus has the capacity to offer the 5 foundational courses, as doing so would entail hiring MANY more Hawaiian Studies faculty members to teach KHUA 100/200. This in itself would not necessarily be a bad thing, but there is a fundamental capacity issue. Additionally, I am extremely worried about moving away from a model that requires faculty from a diverse array of backgrounds to one that allows majors to decide that they are qualified to teach on those subjects. I am also concerned about making the Foundational courses exchangeable with the Reinforcement courses, as this would allow students to enter courses without prerequisite knowledge. Lastly, I am concerned about the options that this may remove for not only transfer students but students entering college with AP or other college credit, as this would make the process of accepting those credits seemingly extremely difficult."* - [GenEd Redesign Anonymous Feedback](#)
- *"It has been suggested that faculty be charged with the task of teaching new "interdisciplinary courses." Would this result in UH departments, many of which are currently understaffed and underfunded to cover basic required courses, to reassign highly skilled faculty members to teach these interdisciplinary courses?"* - [College of Social Sciences Feedback Report](#)

It was noted repeatedly that sixteen capacities is too many to track and assess, and would be daunting for students and advisors. Some recommended reducing or combining capacities and touchpoints to ensure students could meet the requirements. For example, the [Systemwide Assessment Coordinators Group](#) wrote:

"16 capacities are not feasible to assess with existing resources and, if the scope of the redesign is to make the process "less bureaucratic in its administration and to be intuitive for students," (Redesign Proposal) this proposal does not do that. Thus, assessment will not be meaningful in terms of supporting teaching and learning and will fail. Recommendation: reduce the number of capacities."

Other recommendations included:

- Provide various courses to be considered for Gen Ed that will ensure student success, and appropriate scaffolding and reinforcement of essential skills, such as writing intensive courses, second language learning, oral communication, sustainability, critical thinking, social sciences, foundational science courses, ethics and digital/financial/information literacy,
- Consider looking at the Interstate Passport's [nine knowledge and skill areas](#) to inform key competencies,
- Provide flexibility and options for students in a way that is easy to understand and navigate,
- Ensure that advising should play a critical role in the rollout and that there is an implementation plan in place,
- Utilize resources to make sure that all courses are taught by qualified and accredited faculty.

Comments on the Capstone:

The inclusion of a capstone in the draft proposal received mixed reviews. There was a lot of confusion as to what the implementation of a capstone would look like in practice, if there are sufficient resources available to offer this as a universal requirement, and if the four-year campuses in particular have the capacity to incorporate a mandatory capstone.

Recommendations for the capstone included:

- Changing the capstone to an ePortfolio,
- Implementing an optional capstone while leaving the decision up to each individual campus,
- Provide clarity and examples for faculty to use when developing a capstone.

Transferability

Transfer issues need to be well-explained and addressed, as there were concerns and feedback regarding students transferring into, out of, and within the UH System, and from an AA to BA/BS program. Many stakeholders sought to ensure that students have a clear pathway and understanding of which courses they need to take to transfer within or out of the UH system if they wish. There were also concerns that place-based learning as part of the Foundations courses could hinder students transferring into or out of the UH system, and recommendations included implementing policy solutions.

Sample quotes:

- *"How will KHUA courses transfer to non-Hawaii colleges or universities? Will transfer students who come here only to finish their major, for ex. with an AA degree from a mainland college, have to take all of the KHUA courses?" - [UH Hilo Feedback Report](#)*
- *"Most colleges recognize our current courses with their standard descriptions and comparable SLOs. If new ones with externally unrecognizable or merged coursework, will these classes transfer outside of UH or will students be required to backtrack or retake classes?" - [Leeward CC General Education Redesign Proposal Feedback](#)*
- *"WCC faculty worry that the complexity of reinforcement sequences and capacities and the idiosyncrasy of the KHUA course alpha will harm students..." - [Windward Community College Feedback Report](#)*
- *"I worry about external transfer students and whether their transfer will be as seamless as desired. Who will help these students, and how will it be determined how their transfer courses fulfill requirements at the reinforcement level?" - [Gen Ed Redesign Anonymous Feedback](#)*
- *"How is this proposal compatible with the transfer system, esp. WICHE? Both directions: What happens when students transfer out vs. transfer in?" - [Gen Ed Redesign Anonymous Feedback](#)*

Other Implementation Concerns

For the implementation process, it was also noted that all campuses must operate within the same system and hold the same standards, while also designating capacities in the same way to avoid confusion - which can also point to issues of campus inequities that need to be addressed.

Recommendations included:

- Expand what can be applied from AAS to GenEd requirements,
- Greater acceptance of multi- and interdisciplinary coursework for transfer students,
- Consider how transfer courses fulfill requirements at different levels,
- Seek feedback specifically from academic advisors who understand curriculum and transfer,
- Allow double-dipping within certain designations,
- Ensure proper training for advisors,
- Consider how this proposal will affect the length of time to a students' degree,
- Consider flexibility for transfer students (such as previous experience or coursework) and the likelihood that different capacities have already been met or reinforced.

APPENDIX B: Transfer and Articulation Issues Table

[Transfer & Articulation Issues](#), Source: UH System Academic Advising and Transfer Network (AATN)

Transfer / Articulation Issue	Examples	Impact to Student
<p>Same course offered by different UH campuses has different designations; does not support seamless transfer of course.</p>	<p>HWST 281 and BUS 120 examples:</p>	<p>Student registers for courses assuming they will satisfy specific focus/foundation requirements for degree programs on another campus, but they do not. Impacts also financial aid and Veteran Affairs Education Benefits. Will impact how the course is reflected in STAR.</p>
	<p>At Honolulu CC, HWST 281 listed as DP, but at Kaua'i CC, HWST 281 listed as DH</p> <p>BUS 120 at Kaua'i CC does not have a designation. When students transfer the course to UHWO, a DS designation is awarded.</p>	
<p>Inconsistent course prerequisites.</p>	<p>ICS 110 Introduction to Computer Programming example:</p>	<p>Impacts course selection, optimal time to transfer, cost of attendance, and time to degree.</p>
	<p>LeeCC (ICS 110 (Alpha)): Recommended preparation: ICS 100 or ICS 101</p>	
	<p>UH Mānoa: no prereqs</p>	
	<p>HonCC (ICS 110M and P): Prerequisite: ENG 100 + ENG 100S OR Placement in ENG 100; "C" or higher in MATH 25, OR Placement in MATH 103 or MATH 135 or higher; and ICS 100 or ICS 101</p>	
	<p>Maui (ICS 110): Undergraduate level ICS 101 Minimum Grade of C or Undergraduate level BUSN 150 Minimum Grade of C</p>	

Transfer / Articulation Issue	Examples	Impact to Student
	<p>ICS 111 Introduction to Computer Science I example:</p> <p>KapCC: Qualification for MATH 135 or qualification for a higher-level mathematics course or consent of instructor. Recommended Preparation: ICS 101 or an equivalent course. Recommended Preparation: ICS 101 or an equivalent course.</p> <p>WinCC: Prerequisite: MATH 103 with a grade of C or better, placement into Math 135, or consent of instructor.</p> <p>HawCC: PreReq: "C" or better in ICS 101; and Math 103 or placement in Math 135</p> <p>HonCC: Prerequisite: MATH 103 OR Placement in MATH 135 or higher.</p> <p>UH Mānoa: Pre: Recommended: computer experience</p> <p>LeeCC: ENG 22 or ENG 24 or equivalent or higher with a grade of "C" or better and MATH 82 or equivalent or higher with a grade of "CR" or consent of instructor.</p> <p>UHMC: ENG 19 w/C or place ENG 22/55; ICS 110 w/C; MATH 82 w/C or place M103+</p> <p>UHWO: ICS 101 or equivalent</p>	
Inconsistent Course Evaluation	<p>Example: Assisting a transfer student from Chaminade, who had completed MA 105: Math for Elementary Teachers I (3) - (see course description)</p> <p>UH Transfer Database reflects the following:</p> <p>UH Mānoa - MATH ELEC Elective</p>	Impacts course selection, optimal time to transfer, cost of attendance, and time to degree.

Transfer / Articulation Issue	Examples	Impact to Student
	UH WO - MATH 111 Mathematics for Elem Sch Tchrs <hr/> KapCC - ELCT 999 Elective for AA Degree <hr/> LeeCC - ELCT 999 <hr/> KauCC - MATH 111 Mathematics for Educators I	

APPENDIX C: Campus-Specific Comparison Charts

Hawai'i CC Current Gen Ed Requirements vs Proposed Gen Ed Requirements

Current Requirements	Proposed Requirements: Transfer degrees
Foundations	
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course: e.g., MATH 100, MATH 115, MATH 241
1 Foundations Written Communication (FW) course	1 Foundations Written Communication (FW1) course: e.g., ENG 100
1 Writing Intensive course requirement	1 Foundations Writing in the Disciplines (FW2) course: e.g., ART 101, ENG 255, ENG 204
1 Speech course graduation requirement	1 Foundations Oral Communication (FO) course: e.g., SP 151, SP 251
<u>2</u> Foundations Global and Multicultural Perspectives (FG) courses	<u>1</u> Foundations Global and Multicultural Perspectives (FG) course: e.g., HIST 151, HIST 152, GEO 102, WS 175
1 Hawaiian, Asian & Pacific Issues (HAP) course graduation requirement	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107
Diversifications/Breadth	
<u>2</u> courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), or Diversifications Literature (DL)	<u>1</u> DA, DH or DL course
<u>2</u> Diversifications Social Sciences (DS) courses generally from different disciplines	<u>1</u> DS course
<u>1</u> Diversifications Biological Sciences (DB), <u>1</u> Diversifications Physical Sciences (DP), and 1 Diversifications Laboratory (DY)	<u>1</u> DB or DP and 1 DY lab
Other Graduation Requirement	Reinforcement
1 Reading course (ENG 102)	Not required
Total General Education Credits*	
12 credits of Foundations 19 credits of Diversifications	18 credits of Foundations 10 credits of Diversifications

12 credits Focus/Graduation requirements	Reinforcement courses embedded in Bachelor's degree programs.
43 Credits Total (without double dipping)	
31 Credits Total (with max double dipping)	28 Credits Total

** Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.*

Honolulu CC Current Gen Ed Requirements vs Proposed Gen Ed Requirements

Current Requirements	Proposed Requirements: Transfer degrees
Foundations	
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course: e.g., MATH 103, MATH 100, PHIL 111
1 Foundations Written Communication (FW) course	1 Foundations Written Communication (FW1) course: e.g., ENG 100
1 Writing Intensive course requirement	1 Foundations Writing in the Disciplines (FW2) course: e.g., ENG 209, HWST 107, REL 151
1 Speech course graduation requirement	1 Foundations Oral Communication (FO) course: e.g., SP 151, SP 251
<u>2</u> Foundations Global and Multicultural Perspectives (FG) courses	<u>1</u> Foundations Global and Multicultural Perspectives (FG) course: e.g., HIST 151, AMST 150, REL 150
1 Hawaiian, Asian & Pacific Issues (HAP) focus requirement	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107
Diversifications/Breadth	
<u>2</u> courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), or Diversifications Literature (DL)	<u>1</u> DA, DH or DL course
<u>2</u> Diversifications Social Sciences (DS) courses generally from different disciplines	<u>1</u> DS course
<u>1</u> Diversifications Biological Sciences (DB), <u>1</u> Diversifications Physical Sciences (DP), and <u>1</u> Diversifications Laboratory (DY)	<u>1</u> DB or DP science course and <u>1</u> DY lab
Focus/Graduation Requirements	
1 additional Writing Intensive (WI) course	Fulfilled by 300/400-level courses in new GE
1 Contemporary Ethical Issues (E) course	Fulfilled by 300/400-level courses in new GE
Total General Education Credits*	
12 credits of Foundations 19 credits of Diversifications 15 credits Focus/Graduation requirements 46 Credits Total (without double dipping) 31 Credits Total (with max double dipping)	18 credits of Foundations 10 credits of Diversifications Reinforcement courses embedded in Bachelor's degree programs. 28 Credits Total

* Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.

Kapi'olani CC Current Gen Ed Requirements vs Proposed Gen Ed Requirements

Current Requirements	Proposed Requirements: Transfer degrees
Foundations	
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course: e.g., MATH 100, MATH 115, MATH 241
1 Foundations Written Communication (FW) course	1 Foundations Written Communication (FW1) course: e.g., ENG 100
1 Writing Intensive course requirement	1 Foundations Writing in the Disciplines (FW2) course: e.g., ART 101, ENG 255, ENG 204
1 Oral Communication graduation requirement	1 Foundations Oral Communication (FO) course: e.g., SP 151, SP 251
2 Foundations Global and Multicultural Perspectives (FG) courses	1 Foundations Global and Multicultural Perspectives (FG) course: e.g., HIST 151, HIST 152, GEO 102, WS 175
1 Hawaiian, Asian & Pacific Issues (HAP) course graduation requirement	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107
Diversifications/Breadth	
2 courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), or Diversifications Literature (DL)	1 DA, DH or DL course
2 Diversifications Social Sciences (DS) courses generally from different disciplines	1 DS course
1 Diversifications Biological Sciences (DB), 1 Diversifications Physical Sciences (DP), and 1 Diversifications Laboratory (DY)	1 DB or DP science course and 1 DY lab
Other Graduation Requirements	
1 additional Writing Intensive (WI) course	Fulfilled by 300/400-level courses in new GE
Hawaiian/Second Language Requirement	Up to campus
Total General Education Credits*	
12 credits of Foundations 19 credits of Diversifications 20 credits Focus/Graduation requirements 51 Credits Total (without double dipping) 39 Credits Total (with max double dipping)	18 credits of Foundations 10 credits of Diversifications Reinforcement courses embedded in Bachelor's degree programs. 28 Credits Total

* Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.

Kaua'i CC Current Gen Ed Requirements vs Proposed Gen Ed Requirements

Current Requirements	Proposed Requirements: Transfer degrees
Foundations	
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course: e.g., MATH 103, MATH 100, MATH 241
1 Foundations Written Communication (FW) course	1 Foundations Written Communication (FW1) course: e.g., ENG 100
1 Writing Intensive course requirement	1 Foundations Writing in the Disciplines (FW2) course: e.g., ART 101, BLAW 200, NURS 210
1 Oral Communication course requirement	1 Foundations Oral Communication (FO) course: e.g., SP 151
<u>2</u> Foundations Global and Multicultural Perspectives (FG) courses	<u>1</u> Foundations Global and Multicultural Perspectives (FG) course: e.g., HIST 151, HIST 152
1 Hawaiian, Asian & Pacific Issues (HAP) or Pacific Cultures (PC) graduation requirement	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107
Diversifications/Breadth	
<u>2</u> courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), or Diversifications Literature (DL)	<u>1</u> DA, DH or DL course
<u>2</u> Diversifications Social Sciences (DS) courses generally from different disciplines	<u>1</u> DS course
<u>1</u> Diversifications Biological Sciences (DB), <u>1</u> Diversifications Physical Sciences (DP), and 1 Diversifications Laboratory (DY)	<u>1</u> DB or DP science course and 1 DY lab
Other Graduation Requirement	
1 additional Writing Intensive (WI) course	Fulfilled by 300/400-level courses in new GE
Total General Education Credits *	
12 credits of Foundations 19 credits of Diversifications 12 credits Focus/Graduation requirements 43 Credits Total (without double dipping) 31 Credits Total (with max double dipping)	18 credits of Foundations 10 credits of Diversifications Reinforcement courses embedded in Bachelor's degree programs. 28 Credits Total

* Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.

Leeward CC Current Gen Ed Requirements vs Proposed Gen Ed Requirements

Current Requirements	Proposed Requirements: Transfer degrees
Foundations	
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course: e.g., MATH 115, MATH 103, ICS 141
1 Foundations Written Communication (FW) course	1 Foundations Written Communication (FW1) course: e.g., ENG 100, ENG 100E
1 Writing Intensive course requirement	1 Foundations Writing in the Disciplines (FW2) course: e.g., ENG 200, ENG 209, PSY 212
1 Oral Communication course graduation requirement	1 Foundations Oral Communication (FO) course: e.g., SP 151, SP 251
<u>2</u> Foundations Global and Multicultural Perspectives (FG) courses	<u>1</u> Foundations Global and Multicultural Perspectives (FG) course: e.g., HIST 151, MUS 107, REL 150
1 Hawaiian, Asian & Pacific Issues (HAP) focus requirement	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107, HIST 284
Diversifications/Breadth	
<u>2</u> courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), or Diversifications Literature (DL)	<u>1</u> DA, DH or DL course
<u>2</u> Diversifications Social Sciences (DS) courses generally from different disciplines	<u>1</u> DS course
<u>1</u> Diversifications Biological Sciences (DB), <u>1</u> Diversifications Physical Sciences (DP), and 1 Diversifications Laboratory (DY)	<u>1</u> DB or DP science course and 1 DY lab
Focus/Graduation Requirements	
1 additional Writing Intensive (WI) course	Fulfilled by 300/400-level courses in new GE
1 Contemporary Ethical Issues (E) course	Fulfilled by 300/400-level courses in new GE
Total General Education Credits*	
12 credits of Foundations 19 credits of Diversifications 15 credits Focus/Graduation requirements 46 Credits Total (without double dipping) 31 Credits Total (with max double dipping)	18 credits of Foundations 10 credits of Diversifications Reinforcement courses embedded in Bachelor's degree programs. 28 Credits Total

* Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.

UH Maui College Current Gen Ed Requirements vs Proposed Gen Ed Requirements

Current Requirements	Proposed Requirements: Transfer/BAS degrees
Foundations	
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course: e.g., MATH 103, MATH 115, MATH 100
1 Foundations Written Communication (FW) course	1 Foundations Written Communication (FW1) course: e.g., ENG 100
1 Writing Intensive course requirement	1 Foundations Writing in the Disciplines (FW2) course: e.g., ENG 209, NURS 211, BIOL 124
1 Oral Communication lower-division course	1 Foundations Oral Communication (FO) course: e.g., COM 130, COM 145, SP 151
2 Foundations Global and Multicultural Perspectives (FG) courses	1 Foundations Global and Multicultural Perspectives (FG) course: e.g., HIST 151, HIST 152, ANTH 151, MUS 107
1 Hawai'i Emphasis (HI) course requirement	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107, HAW 101
Diversifications/Breadth	
2 courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), or Diversifications Literature (DL)	1 DA, DH or DL course
2 Diversifications Social Sciences (DS) courses generally from different disciplines	1 DS course
1 Diversifications Biological Sciences (DB), 1 Diversifications Physical Sciences (DP), and 1 Diversifications Laboratory (DY)	1 DB or DP science course and 1 DY lab
Other Graduation Requirement	
1 additional Writing Intensive (WI) course	Reinforcement Upper-division requirements for BAS students only: 2 Writing-Intensive courses 1 Hawaiian, Asian & Pacific Issues (HAP) course 1 Oral Communication (O) course 1 Contemporary Ethical Issues (E) course
Total General Education Credits *	

<p>12 credits of Foundations 19 credits of Diversifications 12 credits Focus/Graduation requirements</p> <p>43 Credits Total (without double dipping) 33 credits Total (with max double dipping)</p>	<p>18 credits of Foundations 10 credits of Diversifications 9-15 credits of Reinforcement courses for BAS students only, which should be embedded in Bachelor's degree program requirements as much as possible.</p> <ul style="list-style-type: none"> • A course can carry two Reinforcement designations, so a student could check off all five required Reinforcement boxes with three courses (e.g. Course A carries WI and E, Course B carries WI and O, Course C is HAP) <p>28 Credits Total for AA/AS degrees, and 37-43 Credits Total for BAS degrees</p>
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** Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.*

Windward CC Current Gen Ed Requirements vs Proposed Gen Ed Requirements

Current Requirements	Proposed Requirements: Transfer degrees
Foundations	
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course: e.g., MATH 100, MATH 103, MATH 135
1 Foundations Written Communication (FW) course	1 Foundations Written Communication (FW1) course: e.g., ENG 100
1 Writing Intensive course requirement	1 Foundations Writing in the Disciplines (FW2) course: e.g., HIST 284, HWST 255, ENG 209
1 Oral Communication course graduation requirement	1 Foundations Oral Communication (FO) course: e.g., SP 151, SP 251, SP 181
<u>2</u> Foundations Global and Multicultural Perspectives (FG) courses	<u>1</u> Foundations Global and Multicultural Perspectives (FG) course: e.g., HIST 151, HIST 152, ANTH 151
Not currently required	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107
Diversifications/Breadth	
<u>2</u> courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), or Diversifications Literature (DL)	<u>1</u> DA, DH or DL course
<u>2</u> Diversifications Social Sciences (DS) courses generally from different disciplines	<u>1</u> DS course
<u>1</u> Diversifications Biological Sciences (DB), <u>1</u> Diversifications Physical Sciences (DP), and 1 Diversifications Laboratory (DY)	<u>1</u> DB or DP science course and 1 DY lab
Other Graduation Requirement	Reinforcement
1 additional Writing Intensive (WI) course	Fulfilled by 300/400-level courses in new GE
Total General Education Credits *	
12 credits of Foundations 19 credits of Diversifications 9 credits Graduation requirements 40 Credits Total (double dipping generally not allowed)	18 credits of Foundations 10 credits of Diversifications Reinforcement courses embedded in Bachelor's degree programs. 28 Credits Total

* Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.

UH Hilo Current Gen Ed Requirements vs. Proposed Gen Ed Requirements

UH Hilo Current Requirements	Proposed Requirements: BA/BS
Foundations	
1 Foundations Quantitative Reasoning (FQ)	1 Foundations Quantitative Reasoning (FQ)
1 Foundations Written Communication (FW)	1 Foundations Written Communication (FW1)
Not currently required	1 Foundations Writing in the Disciplines (FW2)
Not currently required	1 Foundations Hawaiian Place of Learning (FH) course
See GLA under Structural Requirements	1 Foundations lower-division O course
<u>2</u> FG (6 cr) Foundations Global & Multicultural Perspectives from 2 areas of FGA, FGB, FGC	<u>1</u> Foundations Global & Multicultural Perspectives (FG)
Diversifications/Breadth	
<u>2</u> courses from different categories: Diversification Arts (DA), Diversification Humanities (DH), Diversification Literature (DL)	<u>1</u> DA, DH or DL course
<u>2</u> Diversifications Social Sciences (DS)	<u>1</u> DS course
<u>1</u> Diversification Biological Sciences (DB), <u>1</u> Diversification Physical Sciences (DP), and 1 Diversification Laboratory (DY), 1	<u>1</u> DB or DP science course and 1 DY lab
UHH Structural Requirements	
1 GLA Language Arts	1 upper-division (300/400-level) O course
1 GQR Quantitative Reasoning II (This is different than the UHH 3 credits Quantitative Reasoning (FQ) Foundations Requirement)	N/A
UHH Integrative Requirements	
3 Writing Intensive (WI) courses	2 upper-division (300/400-level) WI courses
	1 upper-division Oral Communication (O) course

1 Hawai'i Pan-Pacific (HPP) (3 credits)	1 upper-division HAP course
1 Global & Community Citizenship (GCC)	1 upper-division Contemporary Ethical Issues (E) course
UH Hilo Total General Education Credits*	
Foundations Requirements (12 credits) Diversification Requirements (19 credits) Structural Requirements (6 credits) Integrative Requirements (9-15 credits) 46-52 Credits Total (without double dipping) 37 Credits Total (with max double dipping)	18 credits of Foundations 10 credits of Diversifications 9-15 credits of Reinforcement courses, which should be embedded in Bachelor's degree program requirements as much as possible. <ul style="list-style-type: none"> • A course can carry two Reinforcement designations, so a student could check off all five required Reinforcement boxes with three courses (e.g. Course A carries WI and E, Course B carries WI and O, Course C is HAP) 37-43 Credits Total

** Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.*

UH Mānoa Current Gen Ed Requirements vs Proposed Gen Ed Requirements

Current Requirements	Proposed Requirements: BA/BS degrees
Foundations	
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course: e.g., MATH 100, MATH 115, MATH 103
1 Foundations Written Communication (FW) course	1 Foundations Written Communication (FW1) course: e.g., ENG 100
none	1 Foundations Writing in the Disciplines (FW2) course: e.g., ENG 200, HWST 235, BIOL 171L, DNCE 255
none	1 Foundations Oral Communication (FO) course: e.g., SP 151, SP 251, HAW 101, SPAN 101, COMG 181
<u>2</u> Foundations Global and Multicultural Perspectives (FG) courses	<u>1</u> Foundations Global and Multicultural Perspectives (FG) course: e.g., HIST 151, ANTH 152
none	1 Foundations Hawaiian Place of Learning (FH) course: e.g., HWST 107, HAW 100, AMST 220, and other 100- or 200-level HAP designated courses
Diversifications/Breadth	
<u>2</u> courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), Diversifications Literatures (DL)	<u>1</u> DA, DH or DL course
<u>2</u> Diversifications Social Sciences (DS) courses	<u>1</u> DS course
<u>1</u> Diversifications Biological Sciences (DB), <u>1</u> Diversifications Physical Sciences (DP), and 1 Diversifications Laboratory (DY)	<u>1</u> DB or DP science course and 1 DY lab
Focus	Reinforcement
5 Writing Intensive (WI) courses, at least 2 of which must be upper-division	2 upper-division (300/400-level) WI courses
1 upper-division (300/400-level) Contemporary Ethical Issues (E) course	1 upper-division (300/400-level) E course

1 Hawaiian, Asian & Pacific Issues (HAP) course at any level	1 upper-division (300/400-level) HAP course
1 upper-division (300/400-level) Oral Communication (O) course	1 upper-division (300/400-level) O course
Hawaiian/Second Language	
202-level competency (or some combination of second language, culture courses from the Language Substitution List, and/or Study Abroad) is required by about half of our colleges/schools: this can take between 0 and 12 credits to fulfill, depending on a student's home college, placement exam results, etc.	Up to campus
Total General Education Credits*	
<p>12 credits of Foundations 19 credits of Diversifications 24 credits Focus/Graduation requirements 0-12 credits Hawaiian/Second Language</p> <p>The total number of credits needed to complete all Foundations, Diversifications, Focus, and H/SL requirements varies significantly. Foundations courses are currently not allowed to double-dip with any other designations. However, Diversifications and Focus can double-dip, and 1-4 Focus designations can be attached to any upper-division course that meets all the Hallmarks and SLOs. That means, a student can take anywhere from 31-67 credits to check off all requirements.</p> <ul style="list-style-type: none"> • Minimum # of credits: 12 Foundations + 19 Diversifications (assumes no H/SL, and that all Focus requirements met at same time as Diversifications) = 31 credits • Maximum # of credits without H/SL: 12 Foundations + 19 Diversifications + 24 Focus = 55 credits (assumes no double-dipping anywhere) • Maximum # of credits with H/SL: 12 Foundations + 19 Diversifications + 24 Focus + 0-12 H/SL = 55-67 credits (assumes no double-dipping and 202-level competency of H/SL required) 	<p>18 credits of Foundations 10 credits of Diversifications 9-15 credits of Reinforcement courses, which should be embedded in Bachelor's degree program requirements as much as possible.</p> <ul style="list-style-type: none"> • A course can carry two Reinforcement designations, so a student could check off all five required Reinforcement boxes with three courses (e.g. Course A carries WI and E, Course B carries WI and O, Course C is HAP) <p>Total # of credits: 18 Foundations + 10 Diversifications + 9-15 Reinforcement (does not include H/SL) = 37-43 credits</p> <ul style="list-style-type: none"> • Note recommendations on double-dipping rules are described in this section

** Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.*

UH West O‘ahu Current Gen Ed Requirements vs Proposed Gen Ed Requirements

Current Requirements	Proposed Requirements: BA/BS degrees
Foundations	
1 Foundations Quantitative Reasoning (FQ) course	1 Foundations Quantitative Reasoning (FQ) course
1 Foundations Written Communication (FW) course	1 Foundations Written Communication (FW1) course
ENG 200 or similar (graduation requirement)	1 Foundations Writing in the Disciplines (FW2) course
See Focus requirements below	1 Foundations Oral Communication (FO) course
<u>2</u> Foundations Global and Multicultural Perspectives (FG) courses, from two different groups: FGA, FGB, FGC	<u>1</u> Foundations Global and Multicultural Perspectives (FG) course
See Focus requirements below	1 Foundations Hawaiian Place of Learning (FH) course
Diversifications	
<u>2</u> courses from different categories: Diversification Arts (DA), Diversifications Humanities (DH), Diversifications Literatures (DL)	<u>1</u> DA, DH or DL course
<u>2</u> Diversifications Social Sciences (DS) courses	<u>1</u> DS course
<u>1</u> Diversifications Biological Sciences (DB), <u>1</u> Diversifications Physical Sciences (DP), <u>1</u> Diversifications Laboratory (DY)	<u>1</u> DB or DP science course and 1 DY lab
Focus	
Reinforcement	
3 Writing Intensive (WI) courses at the upper-division level. A minimum of two classes must come from course work outside the capstone.	2 upper-division (300/400-level) WI courses
1 Oral Communication (O) course	1 upper-division (300/400-level) O course
1 Hawaiian, Asian & Pacific Issues (HAP) course	1 upper-division (300/400-level) HAP course
1 Contemporary Ethical Issues (E) course	1 upper-division (300/400 level) E course

Total General Education Credits*	
12 credits of Foundations 19 credits of Diversifications 18 Credits Focus 3 Credits other graduation requirement (second composition course) 52 Credits Total (without double dipping) 34 Credits Total (with max double dipping)	18 credits of Foundations 10 credits of Diversifications 9-15 credits of Reinforcement courses, which should be embedded in Bachelor's degree program requirements as much as possible. <ul style="list-style-type: none"> • A course can carry two Reinforcement designations, so a student could check off all five required Reinforcement boxes with three courses (e.g. Course A carries WI and E, Course B carries WI and O, Course C is HAP) 37-43 Credits Total

** Note that Focus requirements are not currently credit-based (though Foundations and Diversifications requirements are). This estimate is based on a standard 3-credit course, but Focus designations can currently be attached to variable credit courses.*

APPENDIX D: Implementation Recommendations and Timeline

While any implementation timeline will need to be adapted as we refine the process, the following initial implementation strategy is offered to provide a draft roadmap for moving from our current general education curriculum to the revised one.

Fall 2022: Consultation on baseline Gen Ed

- Early September: Distribute proposal to faculty senates, via system-wide email, and post on website
- Mid-September to Mid-October: Town Halls to answer questions
- Other work to be done in Fall 2022:
 - Campus faculty senates consult with their respective faculties, and charge their Gen Ed committees/boards with considering high-impact practices and values that might be appropriate for their population.
 - Develop a chart of changes and steps to achieve the change.
 - Develop other materials to facilitate and inform discussions of changes proposed.
 - Banner/STAR consultation on changes.
 - Ongoing development/revision of transition plan and timeline - creation of a short and long version of transition, depending on the extent of curricular changes on each campus.
- End of Fall 2022: Some campuses may be ready to vote on baseline Gen Ed.

Spring 2023: Ongoing consultation and votes

- Ongoing consultation and campus decisions about additional high-impact practices or institutional values, as well as an H/SL requirement.
- Campus faculty senate/congress votes on resolutions to adopt new Gen Ed curriculum.
- Identify campus-level Gen Ed implementation teams or individuals for baseline curriculum.

Late Spring 2023-Summer 2023:

- Board of Regents approval of new Gen Ed Proposal as required by RP 5.213.
- Develop/reorganize systemwide Gen Ed committees to meet weekly (possibly with overload or TE support where needed) in Spring 2023.
 - Systemwide Foundations Board
 - Bring together oral communication experts, especially from Speech and Communications/Communicology faculties for development of hallmarks and SLOs for FO
 - Help facilitate discussion among quantitative reasoning experts on if FQ hallmarks and SLOs are working

- Discuss FG changes
 - Foundations Hallmarks need to be developed or revised to assess scaffolded learning
 - The Science Boards will need to develop a common Science Attribute which will account for DB, DP or Combination Natural Science (DN?) courses
- Systemwide Hawaiian, Asian & Pacific Issues Committee
 - Systemwide HAP Committee to work on including community engagement in HAP and develop Hallmarks and SLOs for FH.
 - HAW 100, HWST 107 or HAW 101-202 as Foundation Hawaiian Place of Learning (FH) courses. Discuss what other courses to develop or that exist that could be designated.
- Systemwide Written Communication Committee, and Systemwide Committee of Composition and Rhetoric Directors
 - Systemwide Composition and Rhetoric Directors and Systemwide Written Communication committees to work collectively on ways to allow for team/group writing in FW1 and/or FW2; developing Hallmarks and SLOs for FW2, and consider making room for digital literacy skills so important for collaboration online
 - Remove the research component from FW1 (ENG 100) and develop it in FW2 (200-level composition or Intro to writing in the disciplines course)
- Systemwide Oral Communication Committee to be convened
- Systemwide Ethical Reasoning Committee to be convened
- Systemwide Gen Ed Committee to be convened: include leadership of each campus' GEC or Gen Ed Board, set up meetings for information sharing and mutual support
- Begin developing Hallmarks and Learning Objectives for new designations, and revisit Hallmarks and SLOs for existing designations.
 - Program and discipline coordinators, Gen Ed Committee, Curriculum Committee, and Board leadership (they work on Hallmarks, go to system Gen Ed meetings, oversee implementation of Gen Ed on their campuses)
 - Begin revisiting Hallmarks and Student Learning Outcomes (SLOs) associated with each existing or new designation. For those who want to learn more about why and how the Hallmarks and SLOs could be revisited, more details are provided in [this Google document](#), including specific examples

- Develop a plan for providing professional development in AY 2023-24 around the following:
 - New Foundations Hawaiian Place of Learning (FH) and/or HAP designated courses
 - New 200-level writing courses as needed to fulfill FW2
 - New Ethics courses at UH Hilo and UH Maui College

- For new Foundation designations, FH & FO and a combination DB/DP course, submit BANNER requests for FH, FO and DB/P attributes
 - Recommendation is to have the request processed and made live for all 10 campuses at the system level

- Begin work to reduce paperwork and bureaucracy through a suite of recommended changes to processes, such as:
 - Simplified hallmarks and SLOs
 - Fewer committees (governance and implementation), with more clearly defined governance responsibilities and greater information sharing across the system
 - Adopt longer approval periods: 5 years for new courses and ten years for renewals
 - All Gen Ed designations should be course-based

- Begin drafting policy edits
 - Update EP 5.209
 - Policy recommendations: transfer within and from outside UH system (e.g., 80% is benchmark for TCEs), EP 5.209, UHCCP [5.200](#)
 - New systematic approach to TCEs focused on learning outcomes (expansion of point in CCs policy document/memo [here](#) that "If 80% of the course content is the same, it's the same class.")
 - Update RP 5.213
 - Consider developing a policy with operational parameters such as the following:
 - Only Gen Ed courses may function as pre/co-requirements for other Gen Ed courses.
 - All Gen Ed courses must be open to all students across the university with no restrictions on what majors may take these courses. All Gen Ed courses must be offered at least one time per academic year during the Fall or Spring semesters but may also be offered in Summer
 - Draft memo or policy about transferable Associate's degrees that clarifies the key features of a transfer vs a terminal degree and what options are available for building or modifying transferable degrees. Scheduled diminishing requirements can be proposed, such as the table from [this PSU page](#) (i.e., proration for non-UH transfers).

- Statement about AA degree being the Gen Ed and limiting CCs' ability to add graduation requirements as it will hurt students who transfer between the CCs.
 - Statement about students that are earning an Associate's degree but already have been awarded a Bachelor's degree within the University of Hawai'i or from a participating Interstate Passport institution should have all Gen Ed lower-division (Foundations and Diversifications) requirements waived
 - The UH System General Education core (Foundations and Diversifications) will apply to AA and ASNS degrees as they are designed for transfer
- Identify courses that can quickly transition to new designations (e.g. lower-division HAP courses become FH courses; lower-division O courses become FO) vs. those that will need to be developed

Summer 2023: Implementation

Following Gen Ed Curriculum consultation, approval, and the creation of implementation teams, faculty will begin to participate in course redesign during summer 2023 to modify existing courses and personnel, logistical, and technical support and develop BANNER and STAR infrastructure including:

- System working groups for alignment and modifications as needed to Reinforcement level designations' hallmarks and SLOs.
 - System meetings of faculty experts to implement and update pieces of the curriculum, discuss scaffolding skills development in written and oral communication, info literacy, intercultural competencies, etc.
- Professional development stipends for faculty modifying courses
 - Personnel that have advising responsibilities
- Infrastructure modifications to existing BANNER & STAR practices that relate to curriculum changes and modification. Transfer Database Updates STAR Rules Building
- Modification of existing BANNER & STAR practices that relate to curriculum changes and modification
- Transfer Database Updates STAR Rules Building

Fall 2023: Implementation

Building upon summer Gen Ed Curriculum course redesign and infrastructure development, professional development will continue and include support for those

in advising roles, a review of BANNER and STAR tools, and catalog revision, including:

- Continued professional development stipends for faculty modifying courses and the development of new courses
- Professional development stipends for personnel that have advising responsibilities
- Logistical support for BANNER specialists that may aid in addressing technical aspects of transfer and articulation
- Logistical and resource support for STAR Specialist who have responsibility for the upkeep of STAR Degree Audit Tool for students to use to track progress towards degree completion
 - Coordinate with STAR System refresher rules building with current campus STAR Rules Builders
 - Review how BANNER course information is reflected in STAR
 - Review functions in STAR that may address course designation expirations
- Revision of campus Catalogs and Program Sheets to allow for clear understanding for all users and be imperative for Star Rules building and Financial Aid eligibility
- Convene Transfer Specialists group with responsibilities of updating SHATATR (used to view course equivalencies in Banner) to communicate curriculum changes that have an impact on the transfer database.

Spring 2024: Implementation

Following BANNER and STAR functions and capabilities, work in spring should focus on transfer evaluation support and development, including:

- Support for development of a learning outcome focused approach to transfer course evaluations by Admissions, Advisors, Gen Ed board/committee members

Summer 2024: Implementation

Continued support for faculty development and implementation of Gen Ed Curriculum, including:

- Support for faculty on campuses that decide to implement high impact practices and/or implement themes within the Gen Ed curriculum

- Increased professional development support, such as course releases and teaching exemptions

Fall 2024-Spring 2025: Ongoing development as outlined above

- Faculty Senate Gen Ed Committees/Boards to work on proposals related to values and/or high-impact practices to accentuate baseline curriculum
- Faculty Senates and/or Congresses to vote on any campus-level curriculum proposals

Fall 2025: Transition

The transition from the old to the new Gen Ed Curriculum will begin in fall 2025:

- All students beginning Fall 2025 will be subject to new Gen Ed requirements
- All continuing students can choose to continue under the old or new Gen Ed requirements, depending on individual academic paths and progress toward degree

Fall 2026: Assessment

Begin campus-level assessment of student learning outcomes to better understand impacts of updated Gen Ed program

- Signature assignments or specific course practices can be mandated as needed to facilitate campus-level assessment
- Goals or higher order learning objectives can be measured via periodic institution-wide assessment projects in a staggered schedule that simultaneously satisfies accreditation requirements (see [table on GEO website](#) for example)
- GECs may oversee direct assessment of SLOs (via an inclusive process that draws on a subset of faculty who teach in a particular area of the curriculum in a faculty learning community), working in tandem with assessment committees or professionals on each campus, or work with a separate Gen Ed Assessment Committee
- Assessment needs to remain a campus-level process, not the purview of the Systemwide Assessment Coordinators Group who meet to facilitate information sharing, as do the four existing system-wide Gen Ed committees - assessment professionals work closely with faculty experts to assess course-, program-, Gen Ed-, and institutional SLOs

Fall 2029 or 2030: Complete Transition

- Courses will no longer be offered with “old” Gen Ed designations (i.e., any that need to be phased out on a campus)

APPENDIX E: Template for Senate Vote on Baseline Gen Ed

RESOLUTION TO ADOPT THE BASELINE GENERAL EDUCATION PROPOSAL
RECOMMENDED BY THE GENERAL EDUCATION REVISIONS TEAM.

WHEREAS, the University of Hawai'i has not updated its General Education curriculum in over 20 years; and

WHEREAS, in the summer of 2021, the faculty and students on the [UH General Education Curriculum Design Team](#) worked together to study General Education problems, strengths, and possibilities; and

WHEREAS, based upon the work of the UH General Education Curriculum Design Team, a proposal was submitted for review and feedback by the faculty senates; and

WHEREAS, each campus faculty senate provided feedback on the proposal; and

WHEREAS, a General Education Revisions Team was constituted to make revisions to the proposal based upon the feedback; and

WHEREAS, the revised proposal addresses the concerns raised in the original proposal and offers a proposed set of revisions that better scaffolds learning, allows students to acquire critical 21st century skills, and will provide flexibility in how the baseline curriculum is adopted;

BE IT RESOLVED, that the XXX Faculty Senate supports the transition to the new baseline general education curriculum as outlined in the Revisions Team Proposal (table found on page XX), effective fall 202X.

[Optional addition] BE IT FURTHER RESOLVED that the Hilo/UHWO/Mānoa Faculty Senate will implement [thematic pathways/ePortfolios/xxx high impact practices] as part of their implementation of the General Education curriculum and work internal to their campus to develop these high impact practices.

[Optional addition] BE IT FURTHER RESOLVED THAT Foundations and Reinforcement courses are not allowed to double-dip with each other for the purposes of meeting GenEd requirements, thus providing for better scaffolding of skills.

[Optional addition] BE IT FURTHER RESOLVED THAT Hawaiian/Second Language requirements WILL/WILL NOT be included in campus-level Gen Ed requirements but may be integrated into the Gen Ed curriculum through appropriate designations (i.e., FO, FW, etc.).