

Status of General Education Program Review Recommendations

Recommendation	Addressed	Rejected by GEC	In Process
Build a clear vision for your general education program: see Mission-Vision-Values statement	✓		
Develop student learning outcomes: here , here and here	✓		
Develop and implement a program-wide assessment program	✓		
Develop policy statement regarding use of assessment data	✓		
GEC needs to provide stronger leadership (field questions and concerns): <i>Mandate deemed unclear</i>	?		
Certify and approve courses, not instructors: <i>motion failed to pass Manoa Faculty Senate</i>			?
Change schedule for course renewals from 5 to 10 years to stabilize the curriculum		✓	
Honor UH CC's transfer equivalency decisions from non-UH institutions: <i>included in revised EP 5.209</i>	✓		
Move GEO under reconfigured OUE: <i>integrated into redesigned VPEE office with direct reporting line to VP</i>	✓		
Confirm GEC as a permanent MFS committee: <i>governance document revised, new MOU submitted to SEC</i>	✓		
Make GEO Director ex-officio chair of GEC serving 5-year term		✓	
GEC should include a representative from each school/college		✓	
GEC members should serve 5-year terms: <i>GEC changed terms from 3 to 4 years in revised governance document</i>	✓		
Establish a staff level Associate Director in GEO		✓	
Consolidate existing boards into a single approval body of GEC members, with 1-2 annual course reductions		✓	
Curriculum redesign: Thematic Pathways developed, H/SL report being finalized, second Oral Communication requirement recommended, assessment of FG, HAP, and Diversification underway, "Blue Sky" and "Tinkering" working groups			✓

Curricular Recommendations

The [External Review Report](#) includes several important notes about Manoa's current general education curriculum, and principles that should be followed in a redesign process:

1. Curriculum needs to be refocused to build key competencies and skills in your students in more deliberate and strategic ways
2. Recommend embedding research themes and complex issues
3. Recognize the System-wide implications: the value and clarity of purpose in a new Gen Ed must be transparent to colleagues at the UH CCs, with collaborative implementation
4. Noted that UHM already takes advantage of its unique location and identity as a place-based institution
5. Noted that many Gen Ed Requirement areas already align with 21st century skills and essential learning outcomes

The External Review describes a bold reimagining of general education at UHM:

- support student sense of belonging through place-based traditions and learning
- student experience is integrated into the general education program for both first-year and transfer students through research-based practices, beginning with first-year and transfer orientation programs
- increase cohorts and learning communities to a fully-developed first year experience tied to student course-taking
- restructuring into "clustered pathways": note new Thematic Pathways in Gen Ed initiative
- Changes to GenEd requirement distributions (e.g., universal 102-level HSL competency)
- Addressing "one-off" requirements as insufficient (oral communication, ethical reasoning, HAP, quantitative reasoning)
- Recommended restructure of degree requirements with Gen Ed as Outcomes, distributed between Gen Ed degree, major, and other requirements or competencies

Degree Requirements: *What do Mānoa graduates need to know and be able to do?*

General Education Requirements (outcomes-based): *What does EVERY Mānoa graduate need to know and be able to do?*

- Outcomes demonstrating breadth of knowledge across disciplines
 - Arts, Humanities, Literature
 - Social Sciences
 - Natural Sciences
- Core/Integrated Outcomes (Cross-cutting Skills Throughout the Curriculum)
 - Oral Communication
 - Written Communication
 - Ethical Reasoning
 - Global and Multicultural Perspectives with a focus on Hawaiian, Asian, and Pacific Issues (HAP)

Major Requirements: *What does a Mānoa graduate in the SPECIFIC MAJOR need to know and be able to do?*

Other competencies (competency/outcomes-based): *Are these competencies important for success of a Mānoa graduate? If so, how is that reflected in the student degree and plan of study?*

- Demonstrated second language proficiency (regardless of disciplinary major)
- Experiential/Applied learning as appropriate to degree

Blue Sky Education at Manoa

The making of a Manoa Scholar

General Education

Cluster Pathway	15
HAP	
SS	
SCI	
HUM	
W	
Social Science	3
Science	3
Humanities	3
Language*	6

+

Major

Integrated Skills in skill-enhanced major courses

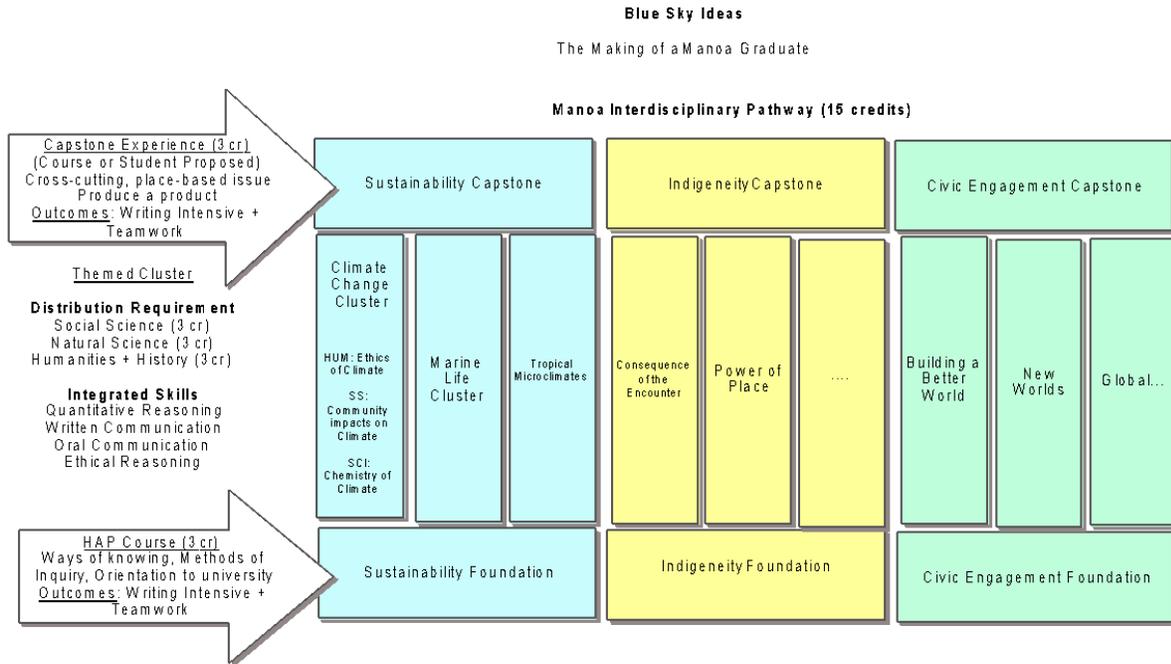
Written Communication (2 classes)
 Oral Communication (1 class)
 Ethics (1 class)
 Teamwork (1 class)

More than one of these can be addressed in a class

TOTAL 30 credits

*Language Requirement: Students can test out; however, not all students in a department can be waived.

Curriculum prototype ([External Review Report](#), pg. 15)



Possible structure for an interdisciplinary general education minor ([External Review Report](#), pg. 16)