



Regents Policy Chapter 5, Academic Affairs  
Regents Policy RP 5.213, General Education

Effective Date: ~~Oct. 18, 2002~~XXXX 2024

Prior Dates Amended: July 22, 1994; Oct. 31, 2014 (recodified), Oct. 18, 2002

Review Date: ~~August 2018~~XXXX XXXX

### **I. Purpose**

To set forth policy regarding general education requirements.

### **II. Definitions:**

- A. ~~No policy specific or unique definitions apply.~~ General Education refers to the key competencies, skills, and general knowledge at the core of a UH education.
- B. Common shared requirements mean the 100 and 200 level requirements common to all ten campuses.
- C. Special graduation requirements include the 300 and 400 level courses required at the four-year campuses that reinforce and further develop the competencies introduced in the common shared requirements.

### **III. Policy:**

- A. The University of Hawai'i shall share a common set of lower-division requirements to be known as the UH general education curriculum. ~~All university campuses define and require a core general education requirements. These requirements are based on a philosophical and rationale that are clearly stated and appropriate for each credential or cluster of credentials offered.~~
  1. The common shared requirements shall consist of courses totaling no more than 31 credits. These courses shall not require prerequisites. Courses required to ensure a student is college ready are not considered prerequisites for the purposes of this policy.
  2. Common shared requirements shall fully transfer among all UH campuses and meet all general education requirements. This will support UH student transfer among UH campuses including from community colleges to universities, from universities to community colleges, and between universities.

3. Given that common shared requirements must transfer and articulate at all ten campuses in accordance with EP 5.209, all campuses will use common course numbering for courses that share at least 80 percent of the same content and student learning objectives (e.g. English 100).
4. Four-year campuses may require special graduation requirements consisting of additional upper-division courses totaling no more than twelve credits, excluding Hawaiian or second language requirements, in order to reinforce competencies introduced in the general education common curriculum.

A.

- B. Roles and Responsibilities: ~~Each campus' general education~~The curriculum is established to provide all UH graduates with the core competencies to thrive in the workplace and as contributing citizens in a democratic, caring society~~core requirements~~. Expectations shall be approved by the Board of Regents and incorporated into this policy. ~~and a~~Any significant changes to the expectations must be approved by the Board prior to implementation.

The University administration shall work with faculty, staff and students to implement these expectations in a coherent and understandable manner.

- ~~1. Campuses through its curricular processes will determine courses that meet core general education requirements.~~

- C. Expectations: At a minimum, the UH general education curriculum~~core requirements~~ shall explicitly:

1. Introduce students to the interdisciplinary nature of knowledge and incorporate the integration of perspectives from across numerous disciplines. This may be achieved either through interdisciplinary courses, or through guided pathways that can include knowledge and perspectives from two or more disciplinary areas including knowledge in the humanities, fine arts, natural sciences, and social sciences~~Introduce the content and methodology of the major areas of knowledge—the humanities, the fine arts, the natural sciences, and the social sciences;~~
2. Develop the ~~intellectual~~ skills and social attitudes that ~~will~~ help students become lifelong learners, effective workers, and ethical citizens, including the ability to work with others, ~~and~~ understanding diversity and civic responsibility;
3. Provide opportunities for all students to develop and demonstrate competency in oral and written communication, information literacy, quantitative skills, ~~critical thinking~~, and critical analysis of data and argument; ~~and~~

4. Incorporate key institutional values such as sustainability and Native Hawaiian place of learning; and
  5. ~~Are in accordance with~~ Meet professional and regional accreditation standards (WASC Senior College and University Commission and the Accrediting Commission for Community and Junior Colleges).
- D. Governance: The following committees shall facilitate systemwide implementation of the general education curriculum in accord with this policy.
1. Systemwide General Education Committee
    - a. Each of the four-year universities and the Community College System will nominate, and the President or their designee will appoint, faculty to serve on a Systemwide General Education Committee that will have oversight of the systemwide two-year general education common curriculum. Unit nominations should be drawn from recommendations by the campus faculty senates in consultation with the chief academic officers. The Systemwide General Education Committee shall also include at least one community college and one university undergraduate student appointed by the President or their designee from among nominees from the systemwide Student Caucus.
    - b. The faculty appointees will be subject matter experts in general education or subject matter experts in a competency that is integral to general education.
    - c. Representation on the committee will be in proportion to the number of classified undergraduate headcount enrollment in the respective units.
    - d. The committee will meet at least once each semester to discuss issues emerging around curriculum, articulation, and assessment.
    - e. The committee will comprehensively revisit the general education requirements and curriculum at least every ten years and make any needed changes to lower-division requirements (including, but not limited to, updates to the competencies and institutional values addressed by those requirements).
    - f. The committee may make recommendations for changes in the expectations to be forwarded for consideration by the Board of Regents via the President.
  2. Special Graduation Requirements
    - a. Four-year universities that wish to establish special graduation requirements shall ensure significant faculty and student consultation and input, with decision-making authority delegated to the campus CEO.

- E. Assessment: Each campus will assess students' achievement of general education learning objectives, and provide a response to assessment results that can include improvements to instruction or other curricular changes aligned with the campus regular assessment schedule.

**IV. Delegation of Authority:**

There is no ~~policy~~-specific delegation of authority.

**V. Contact Information:**

Office of the Board of Regents, 956-8213, bor@hawaii.edu

**VI. References:**

- <http://www.hawaii.edu/offices/bor/>
- <https://www.wscuc.org/>
- <https://accjc.org/>
- [RP 1.210](#) Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development
- [EP 5.209](#) University of Hawai'i System Student Transfer and Inter-Campus Articulation
- ~~<http://www.acswasc.org>~~
- ~~[EP 5.212](#)~~

**Approved as to Form:**

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~~Cynthia Quinn~~Yvonne Lau  
Executive Administrator and  
Secretary of the Board of Regents

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Date