

A close-up photograph of a purple graduation tassel with a gold tassel pull. The tassel pull is a braided cord with a gold ring at the top. The ring has the ASU logo embossed on it. The background is a dark purple fabric.

ASU General Education Redesign



Progress Update for Implementation of Policy 2-210

Prepared for the Arizona Board of Regents

November 4, 2021

Nancy Gonzales, executive vice president and university provost
Anne Jones, vice provost for undergraduate education

Proposed timeline to implementation

2013

ASU NextGenEd Working Group recommends thematic, interdisciplinary approach

Fall 2020

Thematic “Transformations” Pilot Program Launches at ASU West Campus with approximately 800 students

March 2021

ASU Ad Hoc committee created to review result from pilot program and recommend changes to general education program.

Spring 2022

Stakeholder workshops to develop full curricular proposal

Fall 2023

Revisions of degree requirements and ASU major maps

2019

ASU General Studies Task Force recommends Thematic Approach

Feb 2021

Revised Policy 2-210 approved

Nov 2021

ABOR Update on proposed new structure

Fall 2022

Proposal and review of revised courses for inclusion in new curriculum

The Committee's Role

Represent **diverse stakeholders** including faculty, senate, academic advising, and assessment.

Evaluate current **pilot project**

Recommend revised general education program consistent with ABOR policy and ASU values

Chart next steps toward **implementation** at scale



Julie Greenwood
Vice Dean for Educational Initiatives,
EdPlus



Patricia Friedrich
Associate Dean, New College



General Studies Goals

The **goal of the new General Studies program** is not to educate students to be mathematicians, writers, scientists, or historians. Nor is it simply to provide perspective and appreciation for knowledge and skills from across disciplines. It is to train students, regardless of major, to step out of their disciplines, **to think** like mathematicians, think like writers, think like scientists, and think like historians.

Understanding these challenges requires **thoughtful inquiry** and the ability to recognize and **interpret evidence** to drive informed solutions. It requires the ability to **work effectively** and efficiently with people from across disciplines, across cultures, and across political boundaries. It requires the ability to **think creatively**, pushing beyond traditional, narrow constraints. And it requires the ability to employ inquiry, creativity and **collaboration** so as to meaningfully engage with existing **societal institutions** to affect change.



Proposed Program Structure

The proposed program structure has three equal pillars



Knowledge

Exposure to diverse knowledge areas



Skills & Competencies

Development of skills and competencies applicable across all disciplines



Assessment

Continuous assessment to drive improvement

Draft Knowledge Areas

The proposed General Education Redesign comprises 7 knowledge areas



I. First-year composition

3-6 credits



II. Literature, Fine Arts and Humanities

6 credits



III. Governance and Civic Engagement

3 credits



IV. Global Communities, Societies, and Individuals

3 credits



V. Global Sustainability

3 credits



VI. Mathematical Studies and Quantitative Applications

6 credits



VII. Scientific and Engineering Thinking and Practice

8 credits

Students will earn a total of **32 general education credits**

Draft Foundational Skills & Competencies

1. Critical Thinking & Inquiry

ASU graduates create knowledge by transcending academic disciplines.

2. Communication and Civil Discourse

ASU graduates engage in social, political, and economic life by effectively and respectfully communicating their own perspectives and engaging with those of diverse others.

3. Leadership, Collaboration & Teamwork

ASU graduates enable the success of self and others.

4. Civic and Global Responsibility

ASU graduates engage people, issues, and communities through mutually beneficial partnerships locally, nationally, and internationally.

5. Creativity and Innovation

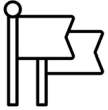
ASU graduates embrace creativity and responsible innovation with purpose and impact.

6. Self-reflection and Lifelong Learning

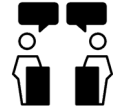
ASU graduates will proactively develop oneself and one's career and life paths through continual personal and professional learning, curiosity, and awareness of one's strengths and weaknesses.

Multiple Knowledge Areas and Competencies Synergistically Support Key Goals: Civic Engagement in American Institutions

Communication and Civil Discourse

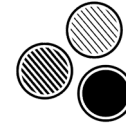


Understand American institutions through a comparison to other institutions around the world and awareness of historical knowledge.



Negotiate competing perspectives when addressing an academic debate or issue.

Self-reflection and Lifelong Learning



Demonstrate awareness of cultural differences in relation to political systems, legal structures, history, communication styles, economy, values, beliefs and practices.

Assessment



Assessment at multiple levels **aligned with intended learning outcomes.**

Learning **outcomes prominently displayed.**

Transparent assessment procedures and supportive administrative infrastructure.

Invite feedback to drive continuous improvement of curriculum and delivery in response to assessment.

Regular **evaluation of assessment practices.**

Next Steps

Spring 2022

Stakeholder workshops to develop curriculum including required learning outcomes and criteria for evaluating courses for inclusion in program; Begin creation of communities of practice to develop assessment rubrics

Fall 2022

Proposal and review of revised courses for inclusion in new curriculum; Develop assessment infrastructure

Fall 2023

Revisions of degree requirements and major maps



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Prepared for ASU Faculty Senate

November 22, 2021

Nancy Gonzales, executive vice president and university provost

Anne Jones, vice provost for undergraduate education