GenEd2028 Design Charter

Charge

1. ***Reduce the complexity experienced by students in navigating the GE program.***
   Dependable pathways: Students, whether they begin at NAU or transfer in, should be able to understand and navigate program requirements with room to explore and timely access to the courses they need to maintain momentum toward their degree.
2. ***Ensure student understanding and university accountability of General Studies learning outcomes.***
   Demonstratable learning: The university should be able to account for what students learn across General Studies and their majors and how they demonstrate it. Students, too, should be able to explain what their General Studies courses helped them understand, not only which requirements they completed.
3. ***Simultaneously strengthen the institution's ability to reliably deliver it.***
   Sustainable delivery: The design must establish how the university will be ablet to staff, schedule, and provide the instructional support required for student success, academic excellence, and continuous improvement. It should also make clear how one part of the program can be revised without reopening the whole.
4. ***The student(s) must be at the center of this work!***

Approach to the Charge at Hand

1. The committee will seek to identify the ideal program, consider the impacts, and then iteratively revise to ensure requirements are met within the scope of constraints.

2. All members will be asked to contribute in context beyond their own discipline, in addition to that of their discipline.
3. The committee has been asked to consider questions such as:
    a. What should every graduate share?
    b. How should knowledge areas and essential skills be organized?
    c. How will the expectations relate to student learning of diverse histories, cultures, perspectives, and Indigenous Peoples be realized?
    d. Should open exploration give way to a common core, or to thematic pathways that link courses together?
    e. What do students learn in their majors?
    f. Can one course satisfy more than one requirement, and how many units should also count toward the major?
    g. What does AI change, both in how the program is built and in how we know students have learned?
    h. How will students learn to use AI tools well, and to question them, without expecting every course to adopt them?
    i. Should the program favor courses that can be offered predictably and at scale, and should the university set guidelines for when they are scheduled?

Scope and Design Space

1. Fit within 32 to 35 credits.
2. Preserve breadth across the arts, humanities, social sciences, and natural sciences.
3. Consistent with ABOR Policy 2-210, including the study of American institutions and education addressing ethics, civility, and equity.
4. Honor transfer obligations, including transfer with and without AGEC, and assign delivery and assessment responsibility for each learning expectation.
5. Education about diverse histories, cultures, and Indigenous people remains an expectation for every student.

Guiding Principles and Decision Priorities

1. Student learning, growth, and ultimately success will guide our decisions first and foremost - we're all here for the students.

2. Operational costs and impacts will be considered, secondarily, to the objective of preparing students for post-graduate success.
3. Curricular design cannot be divorced from implementation constraints.
4. The new program must balance academic excellence and administrative effectiveness.

Constraints and Requirements

1. All students, including transfers, encounter the program, regardless of major.
2. The program will provide breadth without becoming a disconnected set of checkboxes.
3. Students will graduate as "informed, responsible, productive, and self-reflective citizens of the world."
    a. Students connect academic knowledge with lived experience, work, community, and public problems.
    b. Civic learning includes pluralism, evidence, dialogue, institutional knowledge, and public action, not partisan conformity.
    c. Career preparation is integrated with liberal learning rather than treated as an alternative to it.
    d. Students must be able to understand how the different components work together both in the scope of the GenEd2028 program and in context with their major.
4. Students demonstrate cumulative growth through common evidence, not merely by accumulating approved credits.
5. Scheduling should support student flexibility, such that the potential of conflicts interfering with GE courses is minimized.