

Focus Designation Proposal Form

Summer 2010

for individual instructors who want a Focus designation for their Summer 2010 course section(s)¹

Instructions. Submit this form along with the requested information (see pp. 2-7) to the General Education Office (fax 956-9170). A Faculty Board will review the materials and contact you if needed.

Deadline. FRIDAY, JANUARY 15, 2010²

| | | | |
|----------------------------------|-----------------------|------------------------|----------------------------|
| Summer 2010 CRN(s): ³ | Subject: | Course #: | Section #(s): ³ |
| Cross-listed CRN(s): | Cross-listed subject: | Cross-listed course #: | Cross-listed section #(s): |
| Course Title: | | | # of credits: |

| FOCUS AREA(S) REQUESTED ⁴ | NEW | RENEWAL | NOTE: Requests for multiple designations must include 1. an integrated syllabus that shows how all requested Focus areas will be addressed; and 2. information (see pp. 2-7) for <u>all</u> requested Focus areas, <i>even if some approvals are still active.</i> ⁵ |
|--|--------------------------|--------------------------|--|
| Contemporary Ethical Issues (p. 2) | <input type="checkbox"/> | <input type="checkbox"/> | |
| Hawaiian, Asian, & Pacific Issues (p. 3) | <input type="checkbox"/> | <input type="checkbox"/> | |
| Oral Communication (p. 4-5) | <input type="checkbox"/> | <input type="checkbox"/> | |
| Writing Intensive (pp. 6-7) | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | |
|----------------------------------|-----------------|----------|--------------------|
| Instructor's printed name: | Signature: | Date: | Instructor's UH #: |
| Instructor's email address: | Campus address: | Phone #: | |
| Department Chair's printed name: | Signature: | Date: | Dept. Phone #: |

FAX this first page and the requested Focus information (see following pages) **to 956-9170.**

Please fax only those pages that apply to the Focus designation(s) you are requesting, and keep the original copy for your records.

Important Points to Note:

- Instructors with Focus approval for a course that is active through Summer 2010 or later (check www.hawaii.edu/gened) will have that designation placed on their Summer 2010 sections by the General Education Office *provided that they are listed as the instructor of record before students begin registering for classes. Requests to remove a designation must be received by the General Education Office by Friday, February 19, 2010.*
- Courses that fulfill a Foundations requirement are not eligible for a Focus designation.
- New Focus requests are given a 3-year approval. Renewal requests receive a 5-year extension upon approval. Exception: Directed reading/research/study courses (e.g., 499) and "staff" proposals receive approval for one semester only.
- This form should not be used for an unstaffed section. Department Chairs should submit the "STAFF Focus Designation Proposal Form" to request a Focus designation for a section that does not have an assigned instructor.

Footnotes

¹ Complete this form if you will be teaching in Summer 2010 and a) you do not have active Focus approval for your Summer 2010 course(s) or b) you want an additional Focus designation for one of your already-approved Summer 2010 Focus courses. (Check active approvals at www.hawaii.edu/gened.)

² The Faculty Boards will accept late proposals through Friday, March 5, 2010. However, submitting a late proposal may not allow time for the negotiation that is sometimes necessary to secure approval. Late proposals will have Focus designations appear online only if approved. The Focus designation(s) will not appear in the printed Schedule of Classes, which may affect course enrollment.

³ If the CRN or section number is not yet available, leave blank.

⁴ Check the correct box to identify the requested Focus designation(s). Indicate whether the request is "new" (you are applying for the first time) or a "renewal" (you previously applied as the instructor and received approval).

⁵ The addition of another Focus area presumes a shift in how the course is taught. Therefore, submission of Focus information for all requested areas is required.

CONTEMPORARY ETHICAL ISSUES (E OR ETH)

www.hawaii.edu/gened/cei/cei.htm

Hallmarks

- E1. Contemporary ethical issues will be presented and studied in a manner that is fully integrated into the main course content.
- E2. The disciplinary approach(es) used in the class will give students tools for the development of responsible deliberation and ethical judgment.
- E3. Students will achieve basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments.
- E4. The equivalent of one semester credit-hour or 30% of a three-credit course will be devoted to contemporary ethical issues.
- E5. A minimum of 8 hours of class time will be spent in discussing contemporary ethical issues.
- E6. The class will be numbered at the 300- or 400-level.

Explanatory Notes

- *The goal of E courses, at least in part, must be to equip students with some degree of proficiency in ethical deliberation. These courses should not be purely descriptive, merely characterizing, for example, the moral beliefs of person or peoples. Nor is it intended that the pedagogy be value-free, using approaches that maintain an “arms-length” relationship with current ethical issues.*
- *Course materials must be pertinent to the ethical issues under review. While well-selected philosophical and literary texts would serve, so would case studies, judicial opinions, statutes, codes of ethics (and commentaries), film, works of art, performances, as well as a broad range of other readings.*
- *Different academic approaches and methodologies can be used to give students tools for the development of responsible ethical judgments. Approaches might include small group discussions, formal debate, round-table discussions, Socratic questioning, etc.*
- *E course may be associated with particular disciplines, professions, and larger enterprises: the ethics of human and animal research, medical ethics, bioethics, biotechnology, business ethics, engineering ethics, ethics in government, and journalistic ethics, for example. Still others might look at ethical issues that emerge at cultural interfaces, such as war, evangelism, colonialism and multi-cultural societies, etc. Contemporary ethical issues must be fully integrated into the main course content and must be tied to activities that develop students’ proficiency in forming sound ethical judgments.*

Request or Renew an E Designation:

Please provide all of the information requested below. The information will allow the E Focus Board to determine whether your class meets the E Focus Hallmarks (see above). The Board will contact you for clarification if necessary.

1. Attach a course syllabus or detailed course description. The E Focus Hallmarks must be clearly represented. For example: “This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the course content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; how to responsibly deliberate on ethical issues; and making ethically determined judgments.”
2. Provide a list of the specific ethical issues that will be studied and the materials and/or readings that relate directly to those ethical issues. Ethical issues should be described in sentence format (e.g. rather than just: “medical ethics”, how about: “ethical issues associated with organ transplantation, such as how should we distribute the organs that are currently available--the sickest, to the one waiting longest, to the highest bidder? And, how can the supply be increased?”). For each ethical issue covered, list which materials and/or readings will be used (e.g. titles, authors, section titles, etc.) and clearly explain the ethical choices inherent therein. Provide an estimate of the percentage of course content this material represents.
3. Describe the methods to be employed to develop students’ ability to analyze and deliberate upon contemporary ethical issues (e.g. an ethical decision making framework; see www.scu.edu/ethics/practicing/decision). List and describe the assignments and discussions that will be conducted and the ethical issues covered therein. Provide an estimate of the number of classroom hours to be devoted to discussion of contemporary ethical issues. The Markkula Center for Applied Ethics website <www.scu.edu/ethics/practicing/decision> may be helpful as you develop your proposal.
4. For renewals, please attach a detailed syllabus and describe which teaching strategies were most effective, how you assessed the student’s competence in discussion of and decision making about contemporary ethical issues, and any planned improvements in strategy or assessment.

HAWAIIAN, ASIAN, AND PACIFIC ISSUES (H OR HAP)

Hallmarks

To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks:

- H1. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
- H2. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.
- H3. A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment.
- H4. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

Request or Renew an HAP ISSUES (H) Designation:

The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key to a HAP designation. A course exclusively about Hawai'i, the Pacific Islands, or Asia is not eligible for an H designation. A course that does not include a significant number of contributions by indigenous voices is not eligible for an H designation.

For an H Focus designation (both new and renewal) you must **submit an annotated course syllabus and bibliography that includes the information requested below**. In particular, the syllabus and annotated bibliography should show the occurrence of "native voice" and "intersection." The information will allow the H Focus Board to determine whether your class meets the H Focus Hallmarks (above).

1. Include a short statement in the syllabus describing briefly for students how the course intends to fulfill the Hallmarks of the HAP designation.
2. Include in the annotated syllabus a weekly schedule highlighting where and how each of the HAP Hallmarks occurs. There are no prescribed percentages for each Hallmark, but two thirds of the course must address the Hallmarks, and each Hallmark must be addressed. The weekly schedule must highlight or identify readings, assignments, and other activities that are either "native voice" and/or "intersection" Hallmarks. In other words, identify/highlight in the syllabus where exposure to or engagement with the native voices representing the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, and the area of your intersection (the Pacific, and/or Asia), respectively, is provided.
3. Provide a complete course bibliography. Include all readings, videos, or other sources of information. Be sure to identify/annotate those in which native Hawaiian voice and the native voice from the indigenous people of your area of intersection occur.
4. Provide a way to contact you should the Board have questions about your syllabus. The Board will contact you if clarification is needed.

Before you submit your HAP proposal, make sure the following are included:

- Page 1 of this proposal form
- Signatures of the instructor and Department Chair
- Annotated syllabus
- Course bibliography

ORAL COMMUNICATION (O OR OC)

www.hawaii.edu/gened/oc/oc.htm

Hallmarks

- O1. Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class. In addition, at least 40% of the final grade for a 3-credit course (60% for a 2-credit course; 100% for a 1-credit course) will be a function of the student's oral communication activities. For courses with 4 or more credits, a minimum of 30% of the final grade must be a function of the student's oral communication activities.
- O2. Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.
- O3. Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.
- O4. If instructor feedback primarily involves individual or paired students, enrollment will be limited to 20. If instructor feedback primarily involves groups of students, enrollment will be limited to 30.
- O5. The class will be numbered at the 300- or 400-level.

Request a New O Designation:

Please answer the following questions, in numeric order, directly after the listed question or on a separate sheet of paper for a **new** O Focus designation (i.e., you have never submitted a proposal and received approval to teach the class with an O Focus). The information will allow the O Focus Board to determine whether your class meets the O Focus Hallmarks (above). You will be contacted if clarification is needed.

1. **ASSIGNMENTS**: Students must conduct or participate in at least three substantial assignments or a comparable amount of oral communication activity during the course. Examples of acceptable assignments include: informative presentations or speeches, both formal and informal; persuasive or influence appeals, such as sales presentations, motivational presentations; chapter presentations to the class, such as course content or journal articles; group presentations; panel discussions; debates; interviews, such as job interviews or research interviews; press conferences; creative or aesthetic performances, such as storytelling, performance of literature; oral or written critiques of others' performance or presentations.
 - a) What oral communication assignments will be required?
 - b) What percentage of a student's course grade will be assigned to each? (Total percentage must be a minimum of 40% for a 3-credit course; 60% for a 2-credit course; 100% for a 1-credit course. Courses worth 4 or more credits must have a minimum of 30%, along with the following declaration, "Students must adequately complete all oral communication assignments to pass the course with a D grade or better. Students who do not complete all oral communication assignments will not earn O Focus credit.")
2. **TRAINING**: Describe the oral communication training you will provide for each assignment. In other words, describe what you will do **PRIOR** to having your students engage in the oral communication assignments. List the activities, strategies, and devices you plan to teach your students to become better oral communicators (e.g., Will you provide a lecture on effective public speaking skills? Show a videotape to instruct students on how to do an appropriate debate?).
3. **FEEDBACK**: Students should not only receive training or instruction before doing an oral communication assignment, but they should also receive feedback after the assignment is completed.
 - a) How will students receive feedback regarding their performance on each oral communication assignment?
 - b) Will you provide feedback primarily to individual students or to groups? (If individuals receive feedback, enrollment will be limited to 20 students; if groups receive feedback, enrollment will be limited to 30 students.)

- NOTES:**
1. If you have a draft syllabus available, please include it.
 2. When developing your syllabus for an O Focus designation, we expect that your responses to Questions 1-3 will be reflected in your syllabus. Additionally, please be aware that renewals of an O Focus designation will **require** submission of a syllabus and assessment tools.

Request to Renew an O Designation:

Please provide the requested information to **renew** your O Focus designation (i.e., you previously submitted a proposal and received O Focus approval). The information will allow the O Focus Board to determine whether your class meets the O Focus Hallmarks (above). You will be contacted if clarification is needed.

1. Submit a syllabus and clearly identify the sections that show how the course satisfies the O Hallmarks. For each marked section, please indicate which Hallmark is being met (e.g., O1, O2).
2. Describe specific oral communication learning outcomes that your course emphasized.
3. Explain how the oral communication assignments addressed the learning outcomes.
4. Submit assessment tools, such as evaluation forms and rubrics, used with the oral communication assignments. Examples of assessment tools can be found using the URL link at the top of the previous page.

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| Instructor Name: | Subject & Course: |
|------------------|-------------------|

WRITING INTENSIVE: Request for a W Focus Designation

Also online at www.hawaii.edu/gened/focus/w.htm

To request a W Focus designation, please complete the chart below. The information will allow the W Focus Board to determine whether your class meets the W Focus Hallmarks. You will be contacted if clarification is needed.

| Writing assignment or type of assignment that involves the W Focus (e.g., learning log, research paper, critical analysis) (Hallmark #1: The class uses writing to promote the learning of course materials.) | Number of pages required of each student for the assignment (Hallmark #4: The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.) <i>NOTE: Do not include in-class exams, or count multiple drafts more than once.</i> | Percent of student's grade* (Hallmark #3: Written assignments contribute significantly to each student's course grade.) | Page(s) of syllabus where information can be found | How you will work with the students to help them successfully complete the assignment (e.g., give written/oral feedback, do in-class writing workshops, provide the opportunity to revise) (Hallmark #2: The class provides interaction between the instructor and students [e.g., conferences, written feedback] while students do assigned writing.) |
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| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| | TOTAL: | TOTAL: | | |

* If written work does not make up at least 40% of a student's course grade, your syllabus must include the following statement: "Students must adequately complete all writing assignments to pass the course with a D grade or better. Students who do not complete all writing assignments will get a D- or an F and will not earn W Focus credit."

Note that W classes can have no more than 20 students, or a 20:1 student-to-teacher ratio. (Hallmark #5: To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.)