

Focus Exemption Hallmarks

Students who are applying for a Focus exemption based on a non-course experience should use the *Hallmarks for Non-Course Experiences*.

Students with an extraordinary experience tied to a course (for example: a college course, business workshop, training course, military course) should use the *Hallmarks for Course-Based Experiences*. Please note that activities associated with a course such as a course's service learning project fit under the course-based category.

Hallmarks for Non-Course Experiences

Contemporary Ethical Issues: Hallmarks for Non-Course Experiences

1. The experience involved a contemporary ethical issue.
Examples of contemporary ethical issues include (but are not limited to): medical research; bioethics; ethical business practices; the withholding of information from employees by employers; the sale of personal information; product safety; stem cell research; immigration laws and policies; political campaign contributions; child labor; use of non-lethal weapons; access to technology; plagiarism, copyright, and open source issues.
2. The student learned a way of responsibly analyzing and dealing with ethical issues. Ideally, the student learned a framework for deliberating on ethical issues.
3. The experience provided practice in how to identify ethical issues.
4. The duration of the experience was at least 32 hours.

Hawaiian, Asian, & Pacific Issues: Hallmarks for Non-Course Experiences

1. Through the experience, the student learned about one of the following:
 - a. an intersection of Hawaiian culture with Asian culture
 - b. an intersection of Hawaiian culture with Pacific Island culture
 - c. an intersection of Hawaiian culture with Asian and Pacific Island cultures.

An *intersection* occurs when aspects of the cultures combine or influence each other.
2. The student learned about the cultures from the perspectives and voices of Native Hawaiians and the indigenous people(s) of Asia and/or Pacific Islands.
To demonstrate that the student learned from the native perspectives, the student should include in their statement (a) the names of the Native Hawaiians and (b) the names of the indigenous Asians or Pacific Islanders studied or involved in the experience. Please note that a non-indigenous person's interpretation of native perspectives is insufficient.
3. The experience dealt with at least one topic that is crucial to an understanding of the histories, cultures, beliefs, arts, or the society, political, economic, or technological processes of the regions involved in the intersection. For example, the relationships of societal structures to the natural environment.
4. The experience resulted in greater cross-cultural understanding.
5. The duration of the experience was at least 32 hours.

Oral Communication: Hallmarks for Non-Course Experiences

1. At least three oral presentations were given.
Oral presentations include (but are not limited to) speeches, panel discussions, debates, interviews, facilitation and participation in community gatherings, participation in service learning and outreach activities (tutoring, teaching, coaching), press conferences, creative or aesthetic performances (storytelling, performance of literature, dramatic performance, readings).
2. Instruction and guidance on how to give an oral presentation was provided by a mentor, supervisor, director, employer, or similar person.
3. Individual feedback and critique of performance was given by a mentor, supervisor, director, employer, and/or audience members.

Writing Intensive: Hallmarks for Non-Course Experiences

1. Writing contributed to learning in the experience. For example, the writing enhanced the understanding of the experience or encouraged self-reflection during the experience.
2. Individual feedback was given during the writing process. For example, before completing a piece of writing, a mentor, employer, or supervisor, commented on the writing and then the student revised the writing.
3. At least 16 pages (4,000 words) of finished writing were completed.
4. Writing was a significant part of the experience. For example, the writing was published for an audience or the writing was “high-stakes” in that poor writing resulted in an unsuccessful experience in the eyes of a mentor, employer, supervisor.

Hallmarks for Course-Based Experiences

Contemporary Ethical Issues: Hallmarks for Course-Based Experiences

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

Hawaiian, Asian, and Pacific Issues: Hallmarks for Course-Based Experiences

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

- H1. Content reflected the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
 - H2. Used any disciplinary or multi-disciplinary approach provided that a component of the course used assignments or practica that encouraged learning that from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.
- Note: Identify in the syllabus or explain in the statement where exposure to or engagement with the native voices that represent the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i occurred. Include the names of the native voices. The native voices can be readings, videos, guest speakers or field trips. Both the native Hawaiian voice and the native voice from the indigenous people of the area of intersection must be included.
- H3. Included 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. Involved an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

Oral Communication: Hallmarks for Course-Based Experiences

- O1. Each student conducted or participated 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 or evaluation for a 3-credit course was a function of the student's oral communication activities (30% for a 4-credit course; 60% for a 2-credit course; 100% for a 1-credit course).
- O2. Each student received explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.
- O3. Each student received 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 was limited to 20 students. If instructor feedback primarily involves groups of students, enrollment was limited to 30.
- O5. The course/workshop/training level was the equivalent of a 300- or 400-level college course.

Writing Intensive: Hallmarks for Course-Based Experiences

- W1. The class used writing to promote the learning of course materials.
- W2. The class provided interaction between the instructor and students while students did assigned writing.
- W3. Written assignments contributed significantly to each student's course grade or evaluation.
- W4. The class required students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.
- W5. To allow for meaningful professor-student interaction on each student's writing, the class was restricted to 20 students.