Chapter 5 is primarily for members of the four Focus Boards. It explains the members’ responsibilities and duties and the composition of the Boards.

This chapter is based on the *Faculty Governance of UHM General Education* document, GEC policies, and the *Memorandum of Understanding* (MOU).

**Focus Boards:**  
Contemporary Ethical Issues *(E or ETH)*  
Hawaiian, Asian, & Pacific Issues *(H or HAP)*  
Oral Communication *(O or OC)*  
Writing *(W or WI)*

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**Responsibilities, Personnel, Duties**

**Boards: E, H, & O**

**Responsibilities: E, H, & O**

The Focus Boards define the Hallmarks and student learning objectives (SLOs) for their Focus area; review classes for a Focus designation; make recommendations to the GEC on multiple Focus designation requests; and recommend policies and procedures to the GEC regarding their Focus area. Each Board evaluates the effectiveness of its Focus area, in cooperation with the General Education Office (GEO) and the Assessment Office (AO).

**Annual Reports:** Each Focus Board chair prepares an annual report and submits it to the GEO in mid-April. The GEC chair incorporates that report into a full Gen Ed report that reflects all Gen Ed activities that year. The full report is submitted to the Faculty Senate [MOU, items 7 & 8]. Chapter 9 includes the latest reports from the GEC and Board chairs as well as report guidelines.
**GEO Advisory Group:** Board chairs meet with the GEO Director and staff and the GEC chair and vice chair each semester as needed. Members exchange information but do not create policy.

**Personnel: E, H, & O**

E, H, and O Focus Boards each have 5 members recommended by the Committee on Faculty Service (CFS) and appointed by the Mānoa Faculty Senate Executive Committee (SEC) [approved by the Faculty Senate, 3/21/07]. A 6th non-voting member is a liaison from the GEC. A liaison from the GEO also attends meetings to provide administrative and logistical advice and support. Voting members serve 3 years (from July 1 through June 30). No member may serve more than 4 consecutive years. Board members are selected using these guidelines:

- 5 voting members
  - No more than one member will be from any one department, with a range of colleges and schools represented as much as possible.
  - At least one member will have experience teaching in the Focus area.
  - At least one member will not teach in the area, but have an interest in the development of such courses.
  - Departments that teach heavily in that field will be represented.

- 1 member is a liaison from the GEC: non-voting; serves as the communication channel between the two faculty groups.

Each Focus Board elects its own chair and vice chair.

**Duties of Board members: E, H, and O**

1) Periodically review and refine the Hallmarks, guidelines, and other criteria for the acceptability, continuation, or deletion of courses in the three areas, in an ongoing dialogue with its constituents (students and faculty);

2) assist the GEO in developing and revising standard memos and proposal forms;

3) evaluate and recommend courses to receive Focus designations, working with proposers when needed to promote a better understanding of and adherence to the Hallmarks;

4) foster the creation of new courses through participation in forums developed by or in coordination with the GEO;

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1 When modifying the Hallmarks and Explanatory Notes, the HAP Board must consult with the HAP Multicampus Group prior to any modifications because UHM shares basic Hallmarks with 7 of the other 9 UH campuses.

2 Effective Spring 2007, the GEC authorized the Focus Boards to act on its behalf to approve Focus designations when an instructor requests 1 or 2 Focus areas for his/her section. In Fall 2017, the GEC extended the Boards’ decision-making authority to include course-based proposals as well. Additional information under “Focus Requirements & Courses” in chapter 8.
5) encourage interdisciplinary efforts to ensure availability and diversity of Focus courses that meet the requirement;

6) assist the GEC in maintaining a liaison with the UH System regarding articulation, transferability and assignment of credit for courses in the Focus areas;

7) in cooperation with the GEO, hold workshops for faculty who teach, or want to teach, Focus courses, to explain the Hallmarks, to encourage innovation, and to ensure that voices of expertise are heard;

8) develop SLOs and conduct regular assessment of the effectiveness of the Focus requirement, in cooperation with the GEC, the GEO, and the AO; and

9) guide policy development by reevaluating the implementation of the Focus areas and their effectiveness.

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**Faculty Recruitment**

UHM needs to offer enough classes in each Focus area to allow students to graduate in four years; thus Focus Board members are asked to encourage colleagues to teach Focus classes. This may be done through informal conversations with faculty members, meetings with departments and administrators, and workshops.

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**Faculty Workshops**

Each Board can help faculty members submit successful proposals by offering workshops every semester. Professors have found various workshop formats useful: question and answer; tips for successful proposals; and examples of classroom assignments and activities. The GEO develops these workshops in conjunction with the Boards.
Board: W

Responsibilities: W

In 1987, the Mānoa Writing Program (MWP) Faculty Board was created to oversee the Writing-Intensive program and the UHM Writing Placement Exam.¹ Because this Faculty Board existed in 2000 when the BOR approved UHM’s current Gen Ed plan, the MWP Faculty Board was renamed the Writing Focus Board. It kept its 10 members because of the volume of work. A GEC liaison was added.

The W Board defines the Hallmarks and SLOs for the W requirement; reviews classes for a W designation; and recommends policies and procedures to the GEC regarding the W Focus area. It assesses the effectiveness of the W requirement, in cooperation with the GEO and the Assessment Office AO.

Annual Reports: The W Board chair prepares an annual report and submits it to the GEO in mid-April. The GEC chair incorporates that report into a full Gen Ed report that reflects all Gen Ed activities that year. The full report is submitted to the Faculty Senate [MOU, items 7 & 8]. Chapter 9 includes the latest reports from the GEC and Board chairs as well as report guidelines.

GEO Advisory Group: The W Board chair meets with the other Board chairs, the GEO Director and staff, and the GEC chair and vice chair each semester as needed. Members exchange information but do not create policy.

Personnel: W

The Writing Focus Board has 10 voting members recommended by the Committee on Faculty Service (CFS) and appointed by the Mānoa Faculty Senate Executive Committee (SEC) [approved by the Faculty Senate, 3/21/07]. An 11th non-voting member is the liaison assigned by the GEC. A liaison from the GEO also attends meetings to provide administrative and logistical support. Voting members serve 3 years (from July 1 through June 30). No member may serve more than 4 consecutive years. Board members are selected using these guidelines:

- 4 faculty members, one from each of the Colleges of Arts & Sciences
- 2 faculty members, from two different professional schools²
- 1 faculty member from Arts & Sciences Student Academic Services³
- Director of Composition & Rhetoric, English Department (ex officio)
- Director of the English Language Institute (ex officio)
- Director of the GEO; serves as Chair of the W Board (ex officio)

¹ Note: The Writing Placement Exam was discontinued in 2007.
² In recent years, these positions have been open to faculty from all Schools/Colleges outside Arts & Sciences.
³ In recent years, this position has been filled by different faculty specialist academic advisors from a number of different advising offices across campus.
• 1 member who is a liaison from the GEC: non-voting; serves as the communication channel between the two faculty groups.

In addition:
  a) No more than one member will be appointed from any one department;
  b) a broad range of representation from colleges and professional schools will be maintained;
  c) all members, or at least a majority, will have experience teaching W classes; and
  d) departments that teach heavily in the area will be represented.

**Duties of Board members: W**

1) Periodically review and refine the Hallmarks, guidelines, and other criteria for the acceptability, continuation, or deletion of courses deemed Writing Intensive, in an on-going dialogue with its constituents (students and faculty);

2) assist the GEO in developing and revising standard memos and proposal forms;

3) evaluate and recommend courses to receive the W Focus designation, working with proposers when needed to promote a better understanding of and adherence to the W Hallmarks;

4) foster the creation of new courses through sponsoring forums and encouraging interdisciplinary efforts to ensure availability and diversity of Focus courses that meet the requirement;

5) assist the GEC in maintaining a liaison with the UH System regarding articulation, transferability, and assignment of credit for W courses;

6) convene regular advisory discussion meetings with the faculty who teach, or want to teach, W courses, to explain the Hallmarks, to encourage innovation, and to ensure that voices of expertise are heard;

7) develop SLOs and conduct regular assessment of the effectiveness of the W Focus requirement, in cooperation with the GEO and the AO; and

8) guide policy development by reevaluating the implementation of the W Focus area and its effectiveness.

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1 When modifying the Hallmarks and Explanatory Notes, the Writing Board must consult with the Systemwide Committee on Written Communication prior to any modification, because UHM shares basic Hallmarks with the other UH campuses.

2 Effective Spring 2007, the GEC authorized the Focus Boards to act on its behalf to approve Focus designations when an instructor requests 1 or 2 Focus areas for his/her section. In Fall 2017, the GEC extended the Boards’ decision-making authority to include course-based proposals as well. Additional information under “Focus Policies” in chapter 8.
Focus Hallmarks, Explanatory Notes, & Student Learning Outcomes

Below are the official Focus Hallmarks, Explanatory Notes, and Student Learning Outcomes (SLOs) created by each Focus Board. The Boards use these to guide their review of proposals and renewal requests. Changes to the Hallmarks require that Focus Board’s approval. Changes to the Focus requirements require Faculty Senate approval.

Contemporary Ethical Issues (E or ETH)

E 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 3-credit course will be devoted to contemporary ethical issues. [5/16/02; effective Spring 2003]

E5. A minimum of 8 hours of class time will be spent in discussing contemporary ethical issues. [5/16/02; effective Spring 03]

E6. The course will be numbered at the 300- or 400-level. [05/16/02; effective Spring 2003] [Rationale is provided at GEC website, Revising the Focus Hallmarks, address in appendix.]

E 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.

1 Because of UH articulation agreements, the Writing and the Hawaiian, Asian, & Pacific Issues Focus Boards consult with the UH campuses who have adopted the agreed-upon Hallmarks and Explanatory Notes prior to any modifications.
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 courses 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.

**E Student Learning Outcomes**

Students will be able to:

ELO1. Identify ethical issues within a given discipline or context;
ELO2. Use tools/processes/frameworks to deliberate on ethical issues;
ELO3. Express an ethical judgment that informs thinking and actions;
ELO4. Critique and evaluate their own thinking, behavior and ethical identity using ethical tools and reasoning practices.

**Hawaiian, Asian, and Pacific Issues (H or HAP)**

**H Hallmarks**

To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a course 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.
H Explanatory Notes

- **The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key.** A course exclusively about Hawai‘i, the Pacific Islands, or Asia is not eligible for an H designation. A course that does not include relationships with Native Hawaiian Culture is not eligible for an H designation.

- **The course design must include both the Native Hawaiian voice and the native voice from the indigenous people of the area of intersection.** These could be represented through publications, videos, guest speakers, or field trips, for example.

H Student Learning Outcomes

Students will be able to:

- HLO1. Explain the intersection of Native Hawaiian issues with Asian and/or Pacific Islands issues;
- HLO2. Analyze issues using the conceptual and ethical frameworks and practices of the cultural perspectives, values, and world views of the Indigenous peoples of Hawai‘i, and the Pacific and/or Asia;
- HLO3. Integrate the histories, cultures, beliefs, arts, social, political, economic, or technological processes in their analysis of Hawai‘i, and the Pacific and/or Asia; and
- HLO4. Demonstrate respect and empathy as defined by the Indigenous peoples of Hawai‘i and the Pacific and/or Asia in interpersonal and intergroup relationships.

Oral Communication (O or OC)

O 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. [4/09; effective Fall 2009]
- 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. [5/04/05; effective Spring 2006]
- O4. If instructor feedback primarily involves individual or paired students, enrollment will be limited to 20 students. If instructor feedback primarily involves groups of students, enrollment will be limited to 30 students. [5/16/02; effective Spring 2003]
- O5. The course will be numbered at the 300- or 400-level. [5/16/02; effective Spring 2003] [Rationale is provided at GEC website, *Revising the Focus Hallmarks;* address in appendix.]
O Explanatory Notes [additional notes are at the Gen Ed website]

Forms/types of Oral Communication assignments

It is assumed that O classes will develop assignments responsive to student needs and to the professional demands the students will face. Consequently, a variety of assignments can be designed to satisfy the O requirement.

- Individual creative/aesthetic performances (e.g., storytelling, performance of literature, interpretations and readings)
- Group presentations—incorporating individual presentations
- Facilitating/Participating in group discussions and community gatherings
- Chapter/Section presentations to class
- Individual presentations/Speeches—formal/informal
- Panel discussions
- Engaging in outreach activities that incorporate oral communication skills (e.g., community teaching, coaching, presenting)
- Various forms of interviews/interrogations
- Press conferences
- Various persuasion/influence appeals (e.g., sales presentations, solicitations, motivational presentations)
- Debates (individual and team)
- Critiques of and responses to others’ performance, presentations

O Student Learning Outcomes

Students will be able to:

OLO1. Present information orally in an organized manner appropriate for intended a) audience and b) purpose;

OLO2. Demonstrate effective verbal and non-verbal delivery techniques;

OLO3. Select and use appropriate content for oral (presentation) activity/context; and

OLO4. Generate/use/develop visual aids and handouts appropriate to the rhetorical situation that promote clarity, interest, and comprehension.

Writing Intensive (W or WI)

W Hallmarks

W1. The course uses writing to promote the learning of course materials.

W2. The course provides interaction between the instructor and students while students do assigned writing.

W3. Written assignments contribute significantly to each student’s course grade.
W4. The course requires 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 is restricted to 20 students.

W Explanatory Notes

- Instructors assign formal and informal writing, both in class and out, to increase students’ understanding of course material as well as to improve writing skills.

- Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.

- Only students who satisfactorily complete the writing assignments should be allowed to pass the course with a “D” or better. Thus, the Board recommends that writing assignments count for at least 40% of the course grade. Alternatively, the Board recommends that if writing assignments count less than 40%, the course instructor state explicitly on the syllabus that “students must adequately complete all writing assignments to pass the course with a ‘D’ or better. Students who do not complete all writing assignments will get a D- or an F and will not earn W Focus credit.”

- The types of writing assigned will vary and may include formal and “informal” (writing that is not revised) writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, reaction papers, etc.

W Student Learning Outcomes

Students will be able to:

WLO1. Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres;

WLO2. Develop and organize appropriate and relevant content;

WLO3. Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and discourse requirements of the field; and

WLO4. Control style and mechanics to communicate effectively.
Focus Proposal Review
E, H, O, & W

Of the Boards’ many responsibilities, reviewing proposals is the most frequently occurring and the most deadline-driven. Focus Board members usually meet regularly for the first ten to twelve weeks of each semester to review and discuss Focus proposals. This timeline allows Boards to make many of their decisions prior to class information appearing online on “Class Availability,” and to make their remaining decisions before registration for the following semester begins. There are three different types of proposals:

1. The Instructor-Based Focus Designation Proposal form allows individual instructors to propose a Focus designation(s) for their course section(s). (Most proposals are submitted on this form.)
2. The STAFF-Based Focus Designation Proposal form allows departments to propose and receive a Focus designation for currently unstaffed sections of courses that traditionally have had a Focus designation.
3. The COURSE-Based Focus Designation Proposal form allows departments to propose and receive a Focus designation for all sections of a course, regardless of instructor.

During the latter part of the semester, the Focus Boards meet as needed to review and discuss any remaining proposals and to address any issues that arise. Member attendance is crucial: a quorum is needed so that deadlines can be met and students can be offered the classes needed for graduation.

Criteria for decision-making: Hallmarks and Explanatory Notes

The key to approval for a Gen Ed designation is compliance with Hallmarks and Explanatory Notes. Each of the Focus areas (E, H, O, W) has its own Hallmarks and Explanatory Notes. Likewise, each area has its own set of questions on the Focus form, which must be answered when an instructor or department applies for a particular Focus designation.

Board members read responses to the questions and/or review the course syllabus and other course materials provided. If the Board members agree that the Hallmarks have been met, the course is approved or recommended (see the flowchart in this section). When a proposal falls short, one of the Board members negotiates with the instructor or department chair to see if the class can be modified. Negotiation typically results in a revised, successful proposal.
Negotiation

A vital part of the review process is negotiation with faculty members whose submitted materials fall short of satisfying the Hallmarks. When proposals do not meet Hallmarks, Boards assign a Board member to negotiate. The Board member calls or emails the instructor or department chair immediately to start the negotiation process. If no response is received after repeated attempts, the Board member alerts the GEO staff, who helps locate the professor.

Board members’ updates on negotiation status to the GEO and Board chair are crucial: negotiations must be completed and decisions made by the deadlines. The Board should notify the GEO and instructor if it appears that issues cannot be resolved before registration begins.

Negotiation and Open Communication

A collaborative spirit and open communication are critical during Board negotiations with faculty members who submit Focus proposals. The Gen Ed program depends on faculty volunteers and faculty cooperation. Board members can be especially helpful with faculty development during negotiation: they can discuss “best practices” as well as effective classroom assignments and activities with faculty members who are interested in teaching a Focus course. Everyone’s goal is to improve students’ skills and knowledge in the areas of written and oral communication, ethics, and Hawaiian, Asian, and Pacific issues.
Focus: Proposal Review Flowchart

Board review:
Does the proposal meet the Hallmarks?

YES
Proposal meets Hallmarks

CONTACT INSTRUCTOR / DEPT. CHAIR
A Board member immediately contacts the instructor or department chair to negotiate appropriate actions.

Important: If there is no response after repeated attempts, the Board member should alert the GEO staff, who will help locate the instructor/department chair.

Instructor/chair revises & resubmits.

Board decision:
YES
Revised proposal meets Hallmarks

if proposal is for 1 or 2 Focus designations: The Board makes the decision to approve or deny. If the proposal is not approved, the Board also includes a written explanation. END OF PROCESS

if proposal is for 3 or 4 designations or for a course-based designation: The Board makes a recommendation and notifies the GEO.

GEC VOTES on Board recommendations for multiple designation requests. END OF PROCESS

NO
Proposal does not meet Hallmarks

Instructor/chair withdraws proposal. END OF PROCESS

Board decision:
NO
Revised proposal does not meet Hallmarks

Note: this is rare; negotiation typically results in a successful revision or a withdrawal.
Instructor-Based Focus Designation Proposal Form

Spring 2019

Instructors should complete this form if they will be teaching in Spring 2019 and a) do not have active Focus approval for the course(s) or b) want an additional Focus designation for one of their already-approved Spring 2019 Focus courses. (Check active approvals on the "Focus status list" at www.hawaii.edu/gened.)

Instructions. Submit this page and the requested information (see pp. 2-11) to the General Education Office (e-mail: gened@hawaii.edu, fax: 956-9170). Please keep the original form for your records. A Faculty Board will review the materials and contact you if clarification or additional information is needed.

Deadline: FRIDAY, SEPTEMBER 14, 2018*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course #</th>
<th>Title</th>
<th># of credits</th>
</tr>
</thead>
</table>

If the course is officially cross-listed, please provide the following:

Cross-listed subject:

Cross-listed course #:

Does the course have an honors counterpart? Yes No

Successful proposals may be shared with faculty and departments who request a sample Focus proposal.

Initial here if you do not WANT your proposal to be shared:

<table>
<thead>
<tr>
<th>REQUIRED (check all that apply)</th>
<th>IMPORTANT Multiple designations require:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOCUS AREA(S):</td>
<td>1. An integrated syllabus that shows how all checked Focus areas will be addressed;</td>
</tr>
<tr>
<td>Contemporary Ethical Issues (pp. 2-5)</td>
<td>2. Information (see pp. 2-15) for all Focus areas checked off, including existing instructor-based approvals, so it is clear to the reviewing Boards how all requested Focus areas will be integrated and fulfilled;</td>
</tr>
<tr>
<td>Hawaiian, Asian, &amp; Pacific Issues (pp. 6-8)</td>
<td>3. Submission by the September 14 deadline if the course will have a total of three or four Focus designations.</td>
</tr>
<tr>
<td>Oral Communication (pp. 9-11)</td>
<td></td>
</tr>
<tr>
<td>Writing Intensive (pp. 12-15)</td>
<td></td>
</tr>
</tbody>
</table>

1 Focus approval is expiring; applying for renewal
2 Focus approval (including COURSE-Based) is not yet up for renewal

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 #:

Dept. contact's name (for Focus): Contact's email address: Contact's phone:

Important Points to Note:
- 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 (i.e., 399 or 499 courses) receive approval for one semester only.
- This form should not be used for an unstaffed section. Department Chairs should submit the “STAFF-Based Focus Designation Proposal Form” to request a Focus designation for a section that does not have an assigned instructor.

*Proposals received by the September 14 deadline will have first priority for review by the Faculty Boards. Proposals requesting one or two Focus designations that are submitted between September 15 and October 12 will be reviewed by the Boards thereafter, with the understanding that there may not be time for the negotiation that is sometimes necessary to secure approval. Proposals will not be accepted after October 12 except for extraordinary circumstances.

Spring 2019, page 1 of 15
CONTEMPORARY ETHICAL ISSUES (E OR ETH)
For tips on completing this form, visit www.hawaii.edu/gened/focus/e.htm

Learning Objectives
Students will be able to:
ELO1. Identify ethical issues within a given discipline or context;
ELO2. Use tools/processes/frameworks to deliberate on ethical issues;
ELO3. Express an ethical judgment that informs thinking and actions;
ELO4. Critique and evaluate their own thinking, behavior and ethical identity using ethical tools and reasoning practices.

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), films, 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 courses may be associated with particular disciplines, professions, and larger enterprises (e.g., the ethics of human and animal research, medical ethics, bioethics, biotechnology, business ethics, engineering ethics, ethics in government, and journalistic ethics). 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 student proficiencies in forming sound ethical judgments.

For examples of best practices, see the E Focus page on Mānoa’s General Education website:
http://www.hawaii.edu/gened/ce/sampleresponses.htm

Spring 2019, page 2 of 15
To Request or Renew an E Designation:

Please provide ALL of the information requested below. The E Focus Board will contact you for clarification if necessary.

1. Attach a course syllabus which includes the following statement *verbatim*:
   “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 50% of the 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; responsibly deliberating on ethical issues; and making ethically determined judgments.”

2. Identify the ethical decision-making framework(s) or professional code of ethics that students will learn in order to analyze and deliberate upon the ethical issues presented in the course. Provide a citation or link to the framework or professional code that will be used for this course. For examples of frameworks, see the website of the Markkula Center for Applied Ethics (www.scu.edu/ethics/practicing/decision).

3. Provide a list of the discipline-specific contemporary ethical issues – including events, movements, and case studies – that will be studied (ELO1). For courses studying historical content, explain the contemporary relevance of the historical ethical issues.
4. Describe assignments and class discussions designed to help students: a) achieve competencies deliberating on ethical issues using the course-assigned framework(s) (ELO2); b) express an ethical judgment that informs thinking, behavior, and/or actions (ELO3); and c) evaluate ethical self-identity using ethical tools and reasoning practices (ELO4).

*If applicable:* For courses that include participation in online discussions, explain how ethical deliberation will be facilitated in the online learning environment.

5. Explain how you will assess student competencies in relation to the learning objectives for Contemporary Ethical Issues Focus courses.
6. FOR RENEWALS ONLY: Describe which teaching strategies were most effective during this approval period, what you learned from your assessment of student competencies in ethical analysis and deliberation, and any planned improvements in teaching or assessment strategies.
HAWAIIAN, ASIAN, AND PACIFIC ISSUES (H or HAP)

HAP courses help students develop multicultural respect and understanding by analyzing issues through the perspectives, experiences, and cultural understandings of the Indigenous peoples of Hawai‘i, the Pacific, and Asia.

Learning Objectives
Students will be able to:
HLO1. Explain the intersection of Native Hawaiian issues with Asian and/or Pacific Islands issues;
HLO2. Analyze issues using the conceptual and ethical frameworks and practices of the cultural perspectives, values, and worldviews of the Indigenous peoples of Hawai‘i, the Pacific and/or Asia;
HLO3. Integrate the histories, cultures, beliefs, arts, social, political, economic, or technological processes in their analysis of Hawai‘i, the Pacific and/or Asia, and
HLO4. Demonstrate respect and empathy as defined by the Indigenous peoples of Hawai‘i and the Pacific and/or Asia in interpersonal and intergroup relationships.

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 Islands 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 worldviews 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, 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.

Explanatory Notes
- The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key. A course exclusively about Hawai‘i, the Pacific Islands, or Asia is not eligible for an H designation. A course that does not include relationships with Native Hawaiian Culture is not eligible for an H designation.
- The course design must include both the Native Hawaiian voice and the native voice from the indigenous people of the area of intersection. These could be represented through publications, videos, guest speakers, or field trips, for example.

Visit Mānoa General Education’s HAP Focus page: www.hawaii.edu/gened/focus/h.htm

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To Request or Renew a HAP Designation:

Please provide ALL of the information requested below. The HAP Board will contact you for clarification if necessary.

1. HAP proposal narrative: At least two-thirds of the course must meet the Hallmarks, and all Hallmarks (H1-H4) must be addressed. Describe how the course is designed to: explore the intersection of Native Hawaiian culture with Asian and/or Pacific Islander cultures (H1); encourage learning of perspectives authored by the Indigenous peoples of the intersected regions (H2); provide regional understanding (H3); and foster multicultural respect and understanding through cross-cultural analysis (H4).

2. Annotated syllabus: Provide the course syllabus that includes a weekly schedule and an accounting of all the lectures, activities, readings, and assignments that are being used to satisfy the HAP Hallmarks. For each, explain in 1-2 sentences which Hallmark is being addressed and how it is being addressed, when applicable.

3. Annotated bibliography: Provide a complete course bibliography that includes all required readings, videos, or other sources of information students will be engaging with in the course.
   - The bibliography should have full citations in a single citation style and match the readings and other resources included in your course syllabus.
   - The purpose of HAP is to expose students to Indigenous Hawaiian, Asian and Pacific (HAP) voices, not someone else’s analysis of the cultures, perspectives, and experiences of the Indigenous HAP peoples. Given this purpose, annotate those resources in your bibliography that are authored by or represent the perspectives of Indigenous people of Hawai‘i, Asia, and/or the Pacific Islands by using the following notations:
     - Native Hawaiian voice
     - Asian voice
     - Pacific Islands voice
     - Note: Identify the specific voice represented (e.g., Filipino voice)
   - Identify the resources in your bibliography that address the intersection of Native Hawaiian and Asian and/or Pacific Islands cultures by using the following notations:
     - Intersection of Native Hawaiian and Asian cultures (e.g., Japanese, Okinawan)
     - Intersection of Native Hawaiian and Pacific Islands cultures (e.g., Tahitian, Maori, Chamorro)
4. **Assessment plan:** Explain how you will assess student learning in relation to the HAP Focus learning objectives (HLO1-HLO4).

5. **FOR RENEWALS ONLY:** Describe which teaching strategies were most effective during this approval period, what you learned from your assessment of the HAP Focus learning objectives, and any planned improvements in teaching or assessment strategies. Be sure that the HAP Board is able to clearly identify these planned improvements in the materials you submitted for this renewal (i.e., HAP narrative, syllabus, and bibliography).
**ORAL COMMUNICATION (O OR OC)**

**Learning Objectives**
Students will be able to:

OLO1. Present information orally in an organized manner appropriate for intended a) audience and b) purpose;

OLO2. Demonstrate effective verbal and non-verbal delivery techniques;

OLO3. Select and use appropriate content for oral (presentation) activity/context; and

OLO4. Generate/use/develop visual aids and handouts appropriate to the rhetorical situation that promote clarity, interest, and comprehension.

**Hallmarks**

01. 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.

02. Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.

03. Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.

04. 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.

05. The class will be numbered at the 300 or 400 level.

**Explanatory Notes and Helpful Tips**

- It is assumed that O classes will develop assignments responsive to student needs and to the professional demands students will face. Consequently, a variety of assignments can be designed to satisfy the O requirement, which must be viewed and evaluated by the instructor.

- Simple class attendance does not constitute an oral communication activity and may not be counted toward the required percentage. If class participation is included in an oral activity, syllabi must include a description of how the quality and quantity of participation will be assessed.

- For oral communication assignments and activities, at least some of the points allocated must be awarded for oral skills assessment. Assignments and activities that are evaluated only for content may not be counted toward fulfilling the O requirement.

- Assignment descriptions in the syllabus or supporting materials must include specific skills or behaviors required for a successful performance (e.g., clearly-stated conclusion).

- Rubrics included with syllabi are highly encouraged, but not required, on syllabi except in cases where all oral communication points are allocated to one assignment.

- It is possible for online courses to carry an O Focus designation. Successful proposals have included assignments featuring both audio and visual components (e.g., audio-only recordings or voice-overs) and 'one shot' recordings so students can practice 'real-time' communication.

- The following statement must be included in the syllabus for courses worth 4 or more credits: "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."

Visit Mānoa General Education's O Focus page: [http://www.hawaii.edu/gened/focus/o.htm](http://www.hawaii.edu/gened/focus/o.htm)

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**To Request or Renew an O Designation:**

**ALL PROPOSALS REQUIRE:**

1. A completed O Focus chart (see next page).
2. A syllabus that is clearly marked with all of the information listed in the chart.

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Spring 2019, page 9 of 15
**ORAL COMMUNICATION: Request for an O Focus Designation** *(required for ALL proposals)*

All information provided on this chart should also appear on your syllabus, which should be marked to expedite Board review. Please use as much space as needed to elaborate on your answers.

The Board will contact you if clarification or additional information is needed.

<table>
<thead>
<tr>
<th>List each activity or assignment intended to develop oral communication skills (e.g., presentation, speech, debate).</th>
<th>What percentage of the student's final course grade will be based on the activity/assignment?</th>
<th>Which of the learning objectives (OLO1, OLO2, OLO3, OLO4) is the activity or assignment intended to address?</th>
<th>How will the instructor provide training PRIOR to having students engage in the oral communication activity or assignment (e.g., lecturing on effective public speaking skills, showing an instructional video clip)?</th>
<th>How will the instructor evaluate and provide feedback to students regarding their performance on each oral communication activity or assignment?</th>
<th>Indicate on which page(s) of the syllabus the assignment information can be found. Mark the section(s) accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>4.</td>
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<td>5.</td>
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</table>

**TOTAL:**
<table>
<thead>
<tr>
<th>FOR RENEWALS ONLY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Submit assessment tools, such as evaluation forms and rubrics, used with the oral communication assignments. Examples of assessment tools can be found on the O Focus page: <a href="http://www.hawaii.edugeml/Focus/o.htm">http://www.hawaii.edugeml/Focus/o.htm</a></td>
</tr>
</tbody>
</table>

| b. Describe which teaching strategies were most effective during this approval period, what you learned from your assessment of the O Focus learning objectives, and any planned improvements in teaching or assessment strategies. |
WRITING INTENSIVE (W OR WI)

Learning Objectives
Students will be able to:
WL01. Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres;
WL02. Develop and organize appropriate and relevant content;
WL03. Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and discourse requirements of the field; and
WL04. Control style and mechanics to communicate effectively.

Hallmarks
W1. The class uses writing to promote the learning of course materials.
W2. The class provides interaction [e.g., conferences, written feedback] between the instructor and students while students do assigned writing.
W3. Written assignments contribute significantly to each student’s course grade.
W4. The class requires 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 is restricted to 20 students.

Explanatory Notes and Helpful Tips
- Instructors assign formal and informal writing, both in class and out, to increase students’ understanding of course material as well as to improve writing skills.
- Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.
- Only students who satisfactorily complete the writing assignments should be allowed to pass the course with a “D” or better. Thus, the Board recommends that writing assignments count for at least 40% of the course grade. Alternatively, the Board recommends that if writing assignments count less than 40%, the course instructor state explicitly on the syllabus that “students must adequately complete all writing assignments to pass the course with a ‘D’ or better. Students who do not complete all writing assignments will get a D- or an F and will not earn W Focus credit.”
- The types of writing assigned will vary and may include formal and ‘informal’ (writing that is not revised) writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, reaction papers, etc.

Visit Mānoa General Education’s W Focus page: manoa.hawaii.edu/mwp/faculty

To Request or Renew a W Designation:
Please provide a syllabus and ALL of the information requested below. The W Board will contact you for clarification if necessary. The Board does not expect every course to fulfill every learning objective. They recognize disciplinary differences and respect them. The language in the Writing Intensive learning objectives seeks to capture and allow for those differences, so answers to the following proposal questions can vary widely and incorporate details outside of writing instruction. For example, a course in which student products include poetry or a lab report may reflect genres that exclude source citations. Please do not leave proposal questions blank, but explain where and why the learning objective in a given question may not be relevant.
1. List type(s) of assignment(s) that involves the W Focus (e.g., prospectus, literature review, research paper, critical analysis).

2. Explain how the course’s assignments, pedagogical approaches, or other elements help students meet WLO1: Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres.

3. Explain how the instructor(s) will teach, interact with, and support students in meeting WLO2: Develop and organize appropriate and relevant content.
4. Explain how the instructor(s) will teach, interact with, and support students in meeting WLO3: Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and discourse requirements of the field.

5. How will the instructor(s) help students learn to write using appropriate stylistic conventions and mechanics for the particular kinds of writing on which your course will focus?

6. Explain how the instructor(s) will work with the students to help them successfully complete the assignment(s) (e.g., give written/oral feedback, do in-class writing workshops, provide the opportunity to revise).
7. What percent of each student’s grade will be attributed to writing (must be 40% or more*)?

* 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.”

8. What is the total number of pages of writing required of each student for the course (can be a range)?

9. W classes can have no more than 20 students, or a 20:1 student-to-teacher ratio. Please initial here to acknowledge that the course will adhere to W Hallmark #5 regarding a student-teacher ratio of no more than 20:1.

FOR RENEWALS ONLY: Please answer the following additional questions for renewal of a W designation.

10. What worked best as the instructor(s) sought to help students learn course content through writing?

11. What worked best as the instructor(s) sought to help students learn to be more effective writers?

12. Please explain any changes the instructor(s) plan to make in the W aspects of the class.
COURSE-Based Focus Designation Proposal Form  

Spring 2019

The Department Chair or the Course Coordinator should complete this form to request a Focus designation for all sections of a course. Individual instructors who want to request a Focus designation for their section(s) should use the "Instructor-based Focus Designation Proposal Form" (found at www.hawaii.edu/gened).

Instructions. Submit this form along with the requested information, chart (if requesting E, O, and/or W), and syllabi to the General Education Office (e-mail: gened@hawaii.edu, fax: 956-9170). Please keep the original form for your records. A Faculty Board will review the materials and contact you if clarification or additional information is needed.

Deadline: FRIDAY, SEPTEMBER 14, 2018.

IMPORTANT: Proposals received after this date will NOT be eligible for a Spring 2019 course-based designation. They will be reviewed for a FALL 2019 effective term.

Subject:  
Course #:  
Title:  
# of credits:  

If the course is officially cross-listed, please provide the following:  
Cross-listed subject:  
Cross-listed course #:  

Does the course have an honors counterpart (i.e., an "A" section)?  
☐ Yes  ☐ No

What is/are the mode(s) of instruction?  

Successful proposals may be shared with faculty and departments who request a sample Focus proposal. Initial here if you do NOT want your proposal to be shared:  

**REQUIRED** (check all that apply)

<table>
<thead>
<tr>
<th>FOCUS AREA(S):</th>
<th>NEW</th>
<th>EXISTING*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Ethical Issues</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Hawaiian, Asian, &amp; Pacific Issues</td>
<td>☐</td>
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<tr>
<td>Oral Communication</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Writing Intensive²</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Focus approval is not yet up for renewal.

**IMPORTANT** Multiple designations require:

1. Integrated syllabi that show how all checked Focus areas will be addressed;
2. Information for all Focus areas checked off, including existing approvals, so it is clear to the reviewing Board(s) how all requested Focus areas will be integrated and fulfilled.

As Faculty Course Coordinator and Department Chair, we understand that we are responsible for a) ensuring that all course instructors are aware of the course’s Focus designation(s) and b) collecting and reviewing all course syllabi to make sure that all sections are taught in accordance with the Focus Hallmarks each semester.

Department Chair's printed name:  
Signature:  
Date:  

Course Coordinator's printed name:  
Signature:  
Date:  

Course Coordinator’s email:  
Campus address:  
Phone #/Fax #:  

**Important Points to Note:**

- All sections of the course must meet the Hallmarks of the Focus designation requested, either because a) course content dictates it or b) department policy dictates it.
- The course must have been offered with the requested Focus designation by two or more instructors.
- The course must have a department-designated coordinator (a faculty member) who will ensure that all course instructors are aware of the course’s Focus designation and teach the course in accordance with the Focus Hallmarks.

Footnotes:

² As of AY 2016-17, there will be only one deadline for course-based proposals each semester. One deadline early in the semester will give the Focus Board(s) and the General Education Committee time to review, negotiate, and make their decisions before the start of registration. Proposals will not be accepted after September 14 except for extraordinary circumstances.

² Topics courses (e.g., PSY 429 Experimental Psych: Advanced Topics) are not eligible for a course-based W Focus.
Course-Based Focus Designation Criteria

Requests for course-based Focus designations must show how the course meets the Focus Hallmarks and the following three criteria:

1. **FOCUS HISTORY.** The course has been offered with the requested Focus designation(s) by two or more instructors.

2. **INHERENCY OF FOCUS.** All course syllabi demonstrate that the course meets the Hallmarks of the Focus designation(s) requested, either because the Focus is inherently a part of the course content, or because the department has dictated that all sections of the course will meet the Focus Hallmarks.

3. **FOCUS COURSE COORDINATOR.** The course has a department-designated faculty coordinator who will ensure that all course instructors are aware of the course’s Focus designation(s) and teach the course in accordance with the Focus Hallmarks.

1. List the names of at least two instructors who have taught the course with the requested Focus.

2. Explain how the course inherently\(^1\) meets each Hallmark of the Focus designation(s) you are requesting.\(^{\text{IMPORTANT:}}\) If requesting an E, O, or W Focus, please provide this information by completing the appropriate chart(s) on pages 4-6. Add additional charts/pages as needed. Please note that there is no chart for HAP.

3. Explain how the course inherently meets all of the Learning Objectives of the Focus designation(s) you are requesting. Add additional pages as needed.

4. Include the course’s catalog description here. The description must reflect the Focus area. (Click here to see examples of approved course descriptions or go to www.hawaii.edu/gened/coursedescriptions.htm.)\(^{\text{IMPORTANT:}}\) If the existing course description needs to be modified so that it will reflect the inherency of the requested Focus area(s), include a draft of the proposed course description as well.\(^2\)

5. Attach at least two sample syllabi from different instructors or a master syllabus used by all instructors of the course. Mark the sections of the syllabi to show how each Focus Hallmark is being met (e.g., highlight and indicate “E1” for sections that address Contemporary Ethical Issues Hallmark #1).

Footnotes

1 Notes on the “Inherency of Focus” criterion
   a. The course may meet the Hallmarks either because a) course content dictates it or b) department policy dictates it.
   b. Courses that involve content relating to a Focus area but can be taught without meeting all of the Focus Hallmarks do not meet the inherency criterion. For example, a course may involve writing but provide little guided writing instruction. That course is not inherently W.
   c. Courses for which one instructor has developed a syllabus that meets the Focus Hallmarks, but which other instructors can teach without meeting all of the Focus Hallmarks, do not meet the inherency criterion.

2 A UHM-2 form is required to change the official course description. If the course-based Focus request is approved and the course description needs modification, the General Education Office will send the department a UHM-2 form for the chairperson’s signature and processing.
### E Learning Objectives
Students will be able to:

- ELO1. Identify ethical issues within a given discipline or context;
- ELO2. Use tools/processes/frameworks to deliberate on ethical issues;
- ELO3. Express an ethical judgment that informs thinking and actions;
- ELO4. Critique and evaluate their own thinking, behavior and ethical identity using ethical tools and reasoning practices.

### E 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.

### HAP Learning Objectives
Students will be able to:

- HLO1. Explain the intersection of Native Hawaiian issues with Asian and/or Pacific Islands issues;
- HLO2. Analyze issues using the conceptual and ethical frameworks and practices of the cultural perspectives, values, and world views of the Indigenous peoples of Hawai‘i, and the Pacific and/or Asia;
- HLO3. Integrate the histories, cultures, beliefs, arts, social, political, econo-mic, or technological processes in their analysis of Hawai‘i, and the Pacific and/or Asia; and
- HLO4. Demonstrate respect and empathy as defined by the Indigenous peoples of Hawai‘i and the Pacific and/or Asia in interpersonal and intergroup relationships.

### 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 Islands 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 practice 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, 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.

### O Learning Objectives
Students will be able to:

- OLO1. Present information orally in an organized manner appropriate for intended a) audience and b) purpose;
- OLO2. Demonstrate effective verbal and non-verbal delivery techniques;
- OLO3. Select and use appropriate content for oral (presentation) activity/context;
- OLO4. Generate/use/develop visual aids and handouts appropriate to the rhetorical situation that promote clarity, interest, and comprehension.

### O 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.

### W Learning Objectives
Students will be able to:

- WL01. Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres;
- WL02. Develop and organize appropriate and relevant content;
- WL03. Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and CLC course requirements for the field; and
- WL04. Control style and mechanics to communicate effectively.

### W Hallmarks

- W1. The class uses writing to promote the learning of course materials.
- W2. The class provides interaction [e.g., conferences, written feedback] between the instructor and students while students do assigned writing.
- W3. Written assignments contribute significantly to each student’s course grade.
- W4. The class requires 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 is restricted to 20 students.

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COURSE-Based Spring 2019, Page 3 of 6
NOTE: All information provided on this chart should also appear on the syllabi, which should be marked to expedite Board review.

To request a Course-Based E Focus designation, please complete the chart below. The information will allow the E Focus Board to determine whether your class meets the E Focus Hallmarks. You will be contacted if clarification is needed. Please provide detailed descriptions, or indicate on which page(s) of each syllabus information about each of the hallmarks can be found.

<table>
<thead>
<tr>
<th>Hallmark #1: Contemporary ethical issues will be presented and studied in a manner that is fully integrated into the main course content. a) Syllabi must include the &quot;E statement&quot; verbatim.* b) Provide a list of the specific contemporary ethical issues that will be studied.</th>
<th>Sample Syllabus #1</th>
<th>Sample Syllabus #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallmark #2: The disciplinary approach(es) used in the class will give students tools for the development of responsible deliberation and ethical judgment. Describe the ethical decision-making framework(s) that students will learn in order to analyze and deliberate upon contemporary ethical issues.</td>
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<tr>
<td>Hallmark #3: Students will achieve basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments. How is the course designed to allow your students to achieve basic competencies in analyzing and deliberating contemporary ethical issues?</td>
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<tr>
<td>Hallmark #4: The equivalent of one semester credit-hour or 30% of a three-credit course will be devoted to contemporary ethical issues. Describe the assignments and ethical discussion formats you will utilize to engage students in the identification, analysis, and deliberation of the ethical issues.</td>
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<tr>
<td>Hallmark #5: A minimum of 8 hours of class time will be spent in discussing contemporary ethical issues. Explain the pedagogical approaches you will use to facilitate discussion among students to meet this E hallmark.</td>
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<tr>
<td>Hallmark #6: The class will be numbered at the 300- or 400-level.</td>
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</table>

*Course syllabi must include the following "E statement" verbatim: "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 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, responsibly deliberating on ethical issues, and making ethically determined judgments."
Request for a COURSE-Based Oral Communication (O) Focus Designation

This form and additional resources are available online at www.hawaii.edu/gened/focus/o.htm

NOTE: All information provided on this chart should also appear on the syllabi, which should be marked to expedite Board review.

To request a Course-Based O Focus designation, please complete the chart below. The information will allow the O Focus Board to determine whether your class meets the O Focus Hallmarks. You will be contacted if clarification is needed. Please provide detailed descriptions, or indicate on which page(s) of each syllabus information about each of the hallmarks can be found.

<table>
<thead>
<tr>
<th>Hallmark</th>
<th>Sample Syllabus #1</th>
<th>Sample Syllabus #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallmark #1a: 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 (e.g., presentation, discussion, oral critique of other’s performance). List the types of oral communication assignments or activities during class that involves the O Focus.</td>
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<tr>
<td>Hallmark #1b: At least 40% of the final grade for a 3-credit course (60% for a 2-credit course, 100% for a 1-credit course, 30% for a 4-credit or more course) will be a function of the student’s oral communication activities. Indicate what percentage of the student’s grade will be a factor of the O assignments/activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hallmark #2: Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity. Methods that each instructor will do PRIOR to having their students engage in the oral communication assignments/activities (e.g., lecturing on effective public speaking skills, showing a videotape to instruct students).</td>
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</tr>
<tr>
<td>Hallmark #3: Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor. Indicate how students will receive feedback regarding their performance on each oral communication assignment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hallmark #4: Is feedback provided primarily to individual students or to groups? **</td>
<td></td>
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</tr>
<tr>
<td>Hallmark #5: The class will be numbered at the 300- or 400-level.</td>
<td></td>
<td></td>
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<tr>
<td>Indicate on which page(s) of the syllabus the information can be found, and mark the sections accordingly.</td>
<td></td>
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</tr>
</tbody>
</table>

* 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.”

** If individuals receive feedback, enrollment will be limited to 20 students; if groups receive feedback, enrollment will be limited to 30 students.
## Request for a COURSE-Based Writing-Intensive (W) Focus Designation

This form and additional resources are available online at [www.hawaii.edu/gened/focus/w.htm](http://www.hawaii.edu/gened/focus/w.htm)

**NOTE:** All information provided on this chart should also appear on the syllabi, which should be marked (e.g., highlight and indicate "W" for sections that meet Hallmark #1) to expedite Board review.

To request a course-based W Focus designation, please complete the chart below for each of the sample syllabi you are submitting. The information will allow the W Focus Board to determine whether the course meets the W Focus Hallmarks. The Board will contact you if clarification or additional information is needed.

### Hallmark #1: The class uses writing to promote the learning of course materials.

- **Sample Syllabus #1**
- **Sample Syllabus #2**

### Hallmark #2: The class provides interaction between the instructor and students (e.g., conferences, written feedback) while students do assigned writing.

- **Method(s) instructors will use as they work with the students to help them successfully complete the writing assignment(s) (e.g., give written/oral feedback, do in-class writing workshops, provide the opportunity to revise). Each course instructor will employ at least one of the methods listed here.**

### Hallmark #3: Written assignments contribute significantly to each student's course grade.

- **Percent of student's grade attributed to writing (must be 40% or more)**

### Hallmark #4: The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.

- **Total number of pages of writing required of each student for the course (can be a range)**

**NOTE:** Do not include in-class exams or count multiple drafts more than once.

### Hallmark #5: To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

- **W classes can have no more than 20 students, or a 20:1 student-to-teacher ratio.**

*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."
STAFF-Based Focus Designation Proposal Form

Spring 2019

The Department Chair should complete this form if the department wants a Focus designation for the Spring 2019 section, but the instructor of the section is not yet assigned. NOTE: Assigned Spring 2019 instructors should use the "Instructor-Based Focus Designation Proposal Form" to request a Focus designation for their section(s).

Instructions: Submit a copy of this signed form along with a marked syllabus ¹ to the General Education Office (e-mail: gened@hawaii.edu, fax: 956-9170). Please keep the original form for your records. A Faculty Board will review the materials and contact you if clarification or additional information is needed.

Deadline: FRIDAY, SEPTEMBER 14, 2018 ²

Course is being offered (check all that apply):

- [ ] via Extension. [ ] through Study Abroad. [ ] online.

Spring 2019 CRN(s): ³

Subject: 
Course #: 
Section #: ³

Cross-listed CRN(s):

Cross-listed subject:
Cross-listed course #: 
Cross-listed section #: 

Course Title:

# of credits:

FOCUS AREA(S) REQUESTED

- [ ] Contemporary Ethical Issues
- [ ] Hawaiian, Asian, & Pacific Issues
- [ ] Oral Communication
- [ ] Writing Intensive

Attach a syllabus, clearly marking the sections that show how each of the Hallmarks of the requested Focus area(s) is being met. Marking the syllabus (e.g., highlighting, inserting comments, tracking changes) helps expedite the Board’s review of the proposal.

NOTE: Courses that will have a total of three or four Focus designations must be submitted by the September 14 deadline.

I am submitting this Focus designation request because a Spring 2019 instructor has not yet been assigned. I understand that whoever is assigned to teach the course must do so according to the Hallmarks of the Focus area(s) being requested. Once the instructor is assigned, I will forward his/her name, e-mail, and phone number to the General Education Office. The instructor will be required to complete the Instructor-Based Focus Designation Proposal Form. If the proposal form and information submitted are inadequate, I understand that future "STAFF-Based" requests for this course will be denied.

Department Chair’s printed name: 
Signature: 
Date: 

Department Chair’s email address: 
Campus address: 
Phone #: 

Important Points to Note:

- Only courses that have a track record of being offered with the Focus area(s) marked above are eligible when an instructor has not yet been assigned to teach the course.
- The department is responsible for informing the General Education Office when an instructor has been assigned. At that time, the assigned instructor will be expected to complete and submit an "Instructor-Based Focus Designation Proposal Form" if he/she does not have active Focus approval for the course.

Footnotes

¹ The syllabus should be clearly marked to show how the Hallmarks of the requested Focus area(s) have traditionally been met.
² Proposals received by the September 14 deadline will have first priority for review by the Faculty Boards. Proposals requesting one or two Focus designations may be submitted between September 14 and October 12, but will be reviewed by the Boards thereafter, with the understanding that there may not be time for the negotiation that is sometimes necessary to secure approval. Proposals will not be accepted after October 12 except for extraordinary circumstances.
³ If the CRN or section number is not yet available, leave blank and provide to the GenEd Office when known.