

ARTICULATION OF HAWAIIAN, ASIAN, AND PACIFIC ISSUES COURSES

Two different procedures govern the articulation of courses to meet the Hawaiian, Asian, and Pacific Issues (HAP) General Education requirement at the following campuses of the University of Hawai'i: Honolulu, Kapi'olani, Leeward, Mānoa, and West O'ahu.

- A. Procedures for articulation involving UH campuses with an approved HAP program.¹
- B. Procedures for articulation involving UH campuses that do not have an approved HAP program.

A. Articulation Involving Campuses With an Approved Hawaiian, Asian, and Pacific Issues Program

A1. Overview. Campuses that have an approved Hawaiian, Asian, and Pacific Issues (HAP) program will have the authority to review their own courses for the HAP designation. Campus requests to have its HAP program approved will be submitted to a systemwide HAP committee for consideration. Recommendations made by the systemwide committee are subject to approval by the receiving campus(es). Once a campus's HAP program is fully approved, its students' HAP courses can be readily transferred to other UH campuses that have approved HAP programs.

A2. Approval criteria for a Hawaiian, Asian, and Pacific Issues program. The systemwide HAP committee evaluates campus proposals for a HAP program using the following criteria:

1. appropriate campus HAP support, including
 - a. official establishment of a HAP Faculty Board
 - b. adequate number of faculty willing to offer HAP courses
 - c. support personnel to accurately record HAP sections in the student registration system (Banner)
 - d. adequate number of HAP sections to meet student needs
 - e. adequate budget
2. designation of classes as HAP using HAP Hallmarks and Explanatory Notes (see Appendix A)
3. appropriate HAP designation and review procedures
4. appropriate assessment of HAP student learning outcomes, as required by the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community and Junior Colleges or Senior Colleges and Universities.
5. appropriate faculty development activities in the teaching of HAP courses

¹ All UH campuses are eligible to participate under (A) regardless of whether the campus has a Hawaiian, Asian, and Pacific Issues (HAP) requirement for a degree program.

6. timely and accurate student advising on HAP requirements and/or the transfer of HAP credits

A3. HAP program approval process. To have a HAP program approved, each proposing campus will submit, through the UH Mānoa Office of Undergraduate Education, evidence that the above criteria have been met. The collection of evidence should contain no more than ten pages of text. The following items are required:

1. *Support.*

- a. Statement from the appropriate campus officer, faculty member, or faculty committee on the adequacy of campus support for the HAP program.
- b. Documentation of the official establishment of a campus HAP Faculty Board that will approve HAP designations.
- c. Brief description of
 - i. the extent to which faculty show a willingness to serve on a HAP Faculty Board and to teach HAP classes,
 - ii. the campus's ability to meet student demand for HAP classes, and
 - iii. the staff who will record HAP classes correctly in the student registration system (Banner).

2. *Course designation and approval.*

- a. Description of the HAP course proposal review and designation procedures.
- b. Recommended: Copies of the campus's actual proposal form used to designate courses (or a draft of a proposal form).
- c. Statements regarding
 - i. what the HAP designation will be attached to (i.e., section, course, instructor, or some combination thereof);
 - ii. the duration of the HAP designation;
 - iii. number of members on the campus's HAP Faculty Board, length of their service, and board composition;
 - iv. the voting process to grant HAP approval (i.e., majority rule, consensus).

3. *Assessment.*

- a. Statement that the campus will either agree to participate in the development of HAP student learning outcomes or accept the HAP systemwide committee's set of HAP student learning outcomes.
- b. Campuses whose WASC guidelines mandate that they assess the HAP requirement should include a brief assessment plan.

A4. Systemwide committee membership. A systemwide committee will consist of members from each campus that has an approved HAP program. Each campus will select its representative through its Faculty Senate and Chancellor.

A5. Annual program review by systemwide committee. An annual systemwide meeting will take place. Campuses are expected to improve their HAP programs. So that evolving HAP programs remain in compliance with the approval criteria, annual HAP program review will be conducted by each campus and annual rearticulation by the systemwide committee will take place.

B. Articulation for UH Campuses That do not Have an Approved HAP Program

UH campuses that do not have an approved HAP program are subject to the articulation requirements of the receiving UH campus. The receiving campus determines the information required for the HAP articulation. Campuses that do not have an approved HAP program should contact the receiving campus for information about its HAP articulation process. Governing procedures are spelled out in Executive Policy 5.209.

Appendix A

Hawaiian, Asian, and Pacific Issues Hallmarks and Explanatory Notes

The Hallmarks and Explanatory Notes are used to designate a class as an official Hawaiian, Asian, and Pacific Issues (HAP) class.

Hallmarks

At least two-thirds of a class must satisfy the following Hallmarks:

1. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
2. 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.
3. 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.
4. 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.