

STANDARD 2(a) AT-A-GLANCE

Achieving Educational Objectives Through Core Functions

Teaching and Learning

2.1. The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

- 2002-2003 UH Manoa Catalog: <http://www.catalog.hawaii.edu>
- UH Academic Programs: <http://www.uhm.hawaii.edu/acad/>
- Departmental Portfolios with list of faculty (with educational backgrounds), program reviews: <http://www.hawaii.edu/wasc/uhm/college-portfolio.html>
- Executive Policies on Academic Program Review – <http://www.hawaii.edu/ovcaa/pr.html>
- Percent of Student Semester Hours taught by Faculty Type, UH Manoa, 2000: <http://www.hawaii.edu/iro/adhoc/pstmaf00.pdf>

2.2. All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.

- General Education Core and Graduation Requirements: http://www.catalog.hawaii.edu/general_information/uhm-core/fall-2001orlater/default.htm
- Entry-level requirements for Baccalaureate degrees: http://www.catalog.hawaii.edu/general_information/undergrad-ed/admission.htm
- Entry-level requirements for advanced degrees: http://www.catalog.hawaii.edu/general_information/grad-ed/academic-policies.htm#Admission
- Executive Policy E5.210 on Educational Assessment: <http://www.svpa.hawaii.edu/svpa/ep/e5/e5210.pdf>
- ❖ Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society.

Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.

- 2002-2003 UH Manoa Catalog: <http://www.catalog.hawaii.edu>
- UH Academic Programs: <http://www.uhm.hawaii.edu/acad/>
- New General Education Core: <http://www.hawaii.edu/gened/>
- Manoa Writing Program: <http://mwp01.mwp.hawaii.edu/default.htm>
 - ❖ Writing Placement Exam: https://www.mwp.hawaii.edu/pe_schedule.htm
 - ❖ Writing Intensive Guidelines: <http://mwp01.mwp.hawaii.edu/wi-hallmarks.htm>
 - ❖ Selected Writing Intensive Courses:
 - Arts and Humanities**
 - American Studies - 200-Level Diversity in American Life:
<http://mwp01.mwp.hawaii.edu/amst200.htm>
 - English - 300-Level Understanding Poetry:
<http://mwp01.mwp.hawaii.edu/english300.htm>
 - History - 300-Level History of Middle Ages:
<http://mwp01.mwp.hawaii.edu/history300.htm>
 - Linguistics - 100-Level Introductory Linguistics:
<http://mwp01.mwp.hawaii.edu/linguistics100.htm>
 - Philippine Literature (in English) - 300-Level:
http://mwp01.mwp.hawaii.edu/fil_literature300.htm
 - Philosophy - 100-Level Introductory Philosophy:
<http://mwp01.mwp.hawaii.edu/philosophy100.htm>
 - Sociology - 100-Level Sociology:
<http://mwp01.mwp.hawaii.edu/sociology100.htm>
 - Natural Sciences**
 - Chemistry - 300-Level Physico-Chemical Measurements Lab:
<http://mwp01.mwp.hawaii.edu/chem300.htm>
 - General Science - 400-Level General Science:
<http://mwp01.mwp.hawaii.edu/science400.htm>
 - Professional Schools**
 - Architecture - 200-Level Architectural Design:
<http://mwp01.mwp.hawaii.edu/arch200.htm>
 - Civil Engineering - 300-Level Civil Engineering:
<http://mwp01.mwp.hawaii.edu/civilengin300.htm>
 - Food Science - 400-Level Food Chemistry:
<http://mwp01.mwp.hawaii.edu/foodsci430.htm>
- Undergraduate Research Tools/Instruction (Sinclair Library):
<http://www.hawaii.edu/infoliteracy/index.htm>
- ❖ Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature (name designation) that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement

with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.

- Entry-level requirements for advanced degrees:
http://www.catalog.hawaii.edu/general_information/grad-ed/academic-policies.htm#Admission
- List of graduate programs
 - Graduate Certificate Programs:
http://www.catalog.hawaii.edu/general_information/grad-ed/certificate.htm
 - Master's Degree Programs:
http://www.catalog.hawaii.edu/general_information/grad-ed/masters.htm
 - Doctoral Programs: http://www.catalog.hawaii.edu/general_information/grad-ed/doctoral.htm

2.3. The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.

- Manoa Writing Program: Quick Tips on Designing a Writing Intensive Syllabus and Course Materials: <http://www.mwp.hawaii.edu/qt-syllabus.htm>
- Department of Economics Course Syllabi: <http://www.economics.hawaii.edu/syllabi/fall2002syllabi.htm>
- Arts and Sciences Academic Advising: <http://www.cassas.hawaii.edu/advising/default.htm>
- Handbook on Departmental Assessment of Undergraduate Learning: http://www.hawaii.edu/uhmfs/documents/CAPP_departmental_assessment_handbook.pdf

2.4. The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.

- Faculty Governance of University of Hawaii at Manoa General Education: http://www.hawaii.edu/gened/gec_governance.pdf
- General Education Activities and Deadlines: <http://www.hawaii.edu/gened/calendarF02.htm>
- GenEd Process: Minutes from Manoa Faculty Senate
 - 9/15/99: http://www.hawaii.edu/uhmfs/minutes/1999_00/min9909f.pdf

- 11/10/99: http://www.hawaii.edu/uhmfs/minutes/1999_00/min9911c.pdf
- 11/17, 1999: http://www.hawaii.edu/uhmfs/minutes/1999_00/min9911fs.pdf
- 12/8/99: http://www.hawaii.edu/uhmfs/minutes/1999_00/min9912f.pdf
- 12/8/99: Introduction of Resolution - Proposed UHM General Education Requirements (approved):
<http://www.hawaii.edu/uhmfs/documents/reports/coreattb.PDF>
- 5/10/00: http://www.hawaii.edu/uhmfs/minutes/1999_00/min0005.pdf
- 8/16/00: http://www.hawaii.edu/uhmfs/minutes/2000_01/min0008c.pdf
- 9/20/00: http://www.hawaii.edu/uhmfs/minutes/2000_01/min00920d.pdf
- 10/18/00: http://www.hawaii.edu/uhmfs/minutes/2000_01/min001018.pdf
- 11/8/00: http://www.hawaii.edu/uhmfs/minutes/2000_01/min001108.pdf
- 12/6/00: Resolution for General Education Implementation:
http://www.hawaii.edu/uhmfs/minutes/2000_01/min001108.pdf
- 1/10/01: http://www.hawaii.edu/uhmfs/minutes/2000_01/min010110.pdf
- 2/21/01: http://www.hawaii.edu/uhmfs/minutes/2000_01/min010221.pdf
- 3/21/01: http://www.hawaii.edu/uhmfs/minutes/2000_01/min010321.pdf
- 5/9/01: http://www.hawaii.edu/uhmfs/minutes/2000_01/min010509.pdf
- Draft Action Memo to BOR from Faculty Senate on General Education Reform: <http://www.hawaii.edu/uhmfs/documents/reports/corememo.PDF>
- Attachment A: Plan for General Education at University of Hawaii at Manoa:
<http://www.hawaii.edu/uhmfs/documents/reports/coreatta.PDF>

2.5. The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

- Undergraduate Research Tools/Instruction (Sinclair Library):
<http://www.hawaii.edu/infoliteracy/index.htm>
- University of Hawaii Advising Website: <http://www.advising.hawaii.edu/>
- College of Arts and Sciences Graduation (GRAD) Audit Sessions:
<http://www.cassas.hawaii.edu/advising/grad.htm>
- Service Learning Program: <http://www.hawaii.edu/osa/ServiceLearn/calendar.html>
- Percentage of Degree Programs with Internship or Service Learning:
<http://www.hawaii.edu/ovppp/assessment/benchmarks/benchmarksI.html#service>

2.6. The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.

- Executive Policy E5.210 on Educational Assessment:
<http://www.svpa.hawaii.edu/svpa/ep/e5/e5210.pdf>
- Handbook on Departmental Assessment of Undergraduate Learning at Manoa:
http://www.hawaii.edu/uhmfs/documents/CAPP_departmental_assessment_handbook.pdf
- Survey of Graduating Seniors (1996-1999):
<http://www.hawaii.edu/ovppp/inter/intergradsurv830.html>

- Satisfaction of Upper Division Students and Dropouts at the University of Hawaii at Manoa: <http://www.hawaii.edu/ovppp/UHM82602.pdf>
- [Manoa Alumni Survey Results](#) – 1994-2000:
<http://www.hawaii.edu/ovppp/inter/interalumsurv830.html>

2.7. In order to improve program currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.

- Executive Policy E5.210 on Educational Assessment:
<http://www.svpa.hawaii.edu/svpa/ep/e5/e5210.pdf>
- Handbook on Departmental Assessment of Undergraduate Learning at Manoa:
http://www.hawaii.edu/uhmfs/documents/CAPP_departmental_assessment_handbook.pdf
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- [Manoa Alumni Survey Results](#) – 1994-2000:
<http://www.hawaii.edu/ovppp/inter/interalumsurv830.html>
- License examination pass rates, and placement rates for professional schools:
<http://www.hawaii.edu/ovppp/assessment/benchmarks/benchmarksI.html#exam>