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***All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.*

Your Name (required)

Ashley Maynard

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Board of Regents Agenda Item (required)

SS - III.A. Update on General Education

Your Position (required)

Comments Only

Your Testimony/Comments

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[Maynard Testimony to BOR Student Success Cmte. May 1, 2025.pdf](#)

Submission Date

April 29, 2025 at 8:12 AM

April 28, 2025

Laurie Tochiki

Chair, Board of Regents Student Success Committee

RE: Agenda Item III.A. Update on General Education at UHM

Since your April 2024 discussion of Gen Ed, a lot of work has been accomplished to advance proposed changes to our curricula. For the first time, CAPP, GEC, and the GEO worked together and had dozens of meetings and town halls that included faculty, staff, and students, resulting in a consensus on our campus and a faculty senate vote with 80% approval (see attached). Along the way, our proposals were improved and evolved based on our conversations with members of the CC Gen Ed Inquiry Team, which grew into the System Gen Ed Inquiry Team during the middle of the year. We had at least five meetings with that group, in addition to several meetings with the ACCFSC, during which all the campuses presented proposals related to Gen Ed.

The main goal of our proposals at UHM was to make Gen Ed a bit more intuitive and to align with the System and Mānoa Strategic Plans by adding a Foundations requirement in Hawaiian Knowledge, which we call FH, and a Competency requirement in Sustainability. The main Gen Ed issue for our informal 10-campus group to resolve was whether all campuses wanted to add FH, and it was clear from our discussions that all campuses are in support. A related question was how the rest of the curriculum might be adjusted. At Mānoa, we had a faculty senate mandate to not increase credit hours, and so we found a way to adjust other requirements within Gen Ed. In discussing the matter with the other campuses, we came to the conclusion that it would be possible for them to require three more credits in Gen Ed than UHM because those credits could still transfer to Mānoa as electives or even to fulfill a requirement in many majors. We understand the CCs have circulated a memo to be considered by their senates indicating the desire to include FH and laying out the options for total Gen Ed credit hours: add three credits, the Mānoa option keeping Gen Ed at 31, or a third option (also 31 credits, but in a different configuration) which Mānoa had also considered. Given that campuses may have campus-specific requirements, and courses will transfer, we believe we have reached the satisfying goal of getting our senate's endorsement to add FH, and now we are ready to begin work to refine draft Hallmarks and Learning Objectives for those courses. We expect that work will occur next year, in collaboration with all the other campuses. We hope that you will support us.

In our listening tour, we learned that there is interest in having our students develop some skills in AI. So I applaud the president's initiative to ask the faculty to develop AI-based course activities and the summer stipends indicating that strong support. Another topic that came up is Civics and Civic Engagement. Therefore I would like to ask that we build a repository of

assignments through UHOIC related to Civics and Civic Engagement. I wonder if the same kind of initiative, with stipend support, could be considered for this very important topic as well.

I wish to personally thank the many people – too numerous to name here but especially Patsy Fujjimoto and Brad Taylor of UH Mānoa, Steve Taylor of Kauaʻi CC, the CC/System Gen Ed Inquiry Team, and many others – who contributed to many conversations about General Education, dating back to the 2021 Summer Institute. An important seed from that summer has borne fruit in FH, and I hope the regents and the president will support us in helping FH sprout across all our campuses. There was tremendous joy in working with all the faculty across our System on questions related to Gen Ed. It was the active, meaningful conversations that mattered, getting us to new places as we kept our eyes on the prize: the education and development of our students.

Thank you for your time and attention.

Sincerely yours,

Ashley E. Maynard, Ph.D.
Interim Director of the General Education Office
Professor of Psychology
University of Hawaiʻi at Mānoa



Jointly presented to the Mānoa Faculty Senate by the Committee on Academic Policy and Planning (CAPP) and the General Education Committee (GEC) for a vote of the full Senate on April 16, 2025, a resolution adopting recommendations for the general education curriculum at the University of Hawai'i at Mānoa. Approved by the Mānoa Faculty Senate on April 16, 2025 with 34 votes (79.07%) in support and 9 votes (20.93%) opposed.

Resolution Adopting Recommendations for the General Education Curriculum at the University of Hawai'i at Mānoa

WHEREAS, since the last major revision of our General Education Curriculum in 2000, the University of Hawai'i at Mānoa has adopted new strategic initiatives related to Native Hawaiian Place of Learning and Sustainability, which should be taken into consideration in our curriculum; and

WHEREAS, the senate has engaged in discussions and consultations related to the General Education curriculum since at least 2021; and

WHEREAS, the Committee on Academic Policy and Planning (CAPP), the General Education Committee (GEC), and the General Education Office (GEO) have examined reports, data, and input from many groups; and

WHEREAS, the University of Hawai'i is currently undergoing the "Banner Back to Baseline" project, which will limit our ability to update advising processes and reflect changes to the General Education curriculum, meaning the new curriculum cannot be immediately implemented;

THEREFORE, BE IT RESOLVED that the Mānoa Faculty Senate adopt the following recommendations for our General Education curriculum:

1. Adopt a new framework for General Education: Communicate, Analyze, Reason, Engage (CARE);
2. Reorganize the four Gen Ed categories from "Foundations, Diversification, Focus, and Hawaiian/Second Language" (the latter two being Special Graduation Requirements) to three categories: "Foundations, Breadth, and Competencies";
3. Adopt modifications of the course requirements as referenced in Table 1 of the [2025 Report on the General Education Curriculum at the University of Hawai'i at Mānoa](#), with implementation of new Hawaiian Knowledge and Sustainability requirements targeted for AY 2027-2028; and
4. Review the General Education requirements every 5-7 years.



Supporting documents:

AY 25:

[2025 Report on the General Education Curriculum at the University of Hawai'i at Mānoa](#)

[2025 Presentation on Gen Ed Proposals](#)

[AY 25 Group Meetings to Discuss Proposals to Change the General Education Curriculum](#)

History of General Education Reform Attempts at the University of Hawai'i

AY 24:

[May 2024 Mānoa Faculty Senate Resolution Regarding the General Education Curriculum at UH Mānoa](#)

[The CAPP Report](#)

[CAPP Report Presentation Slides](#)

[Analysis of Faculty Comments on the General Education Baseline Proposal Department and Group Responses to the Baseline Proposal](#)

[CAB Response to the Baseline Proposal](#)

[GEC Response to the Baseline Proposal](#)

AY 23:

[2023 Multi-campus Accord for Gen Ed](#)

[CAPP Resolution Regarding Academic Policy Related to the General Education Curriculum at the University of Hawai'i at Mānoa](#)

AY 22:

[Resolution To Forward The CAPP Summary Report Of Mānoa Faculty Senate Committee / College Department Chair Commentary On The Place-Based Capacities Proposal For General Education To The University Of Hawai'i Board Of Regents, The University President, The Mānoa Provost, And The General Education Redesign Team](#)

[CAPP Summary Of Mānoa Faculty Senate Committee/ College/ Department Chair Commentary On The Place-Based Capacities Proposal For General Education](#)

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***All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.*

Your Name (required)

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Board of Regents Agenda Item (required)

SS - III.A. Update on General Education

Your Position (required)

Comments Only

Your Testimony/Comments

Your Testimony (pdf or word)

[S. Akina BOR Testimony 5.1.25.pdf](#)

Submission Date

April 30, 2025 at 10:29 AM

Aloha kākou,

My name is Sarah Akina, Associate Professor and Counselor at Windward Community College, and I am writing as a faculty member and participant in the UH Community College General Education Inquiry Team (GEIT). I would like to provide context to what has transpired over the past year along with concerns regarding the UH Mānoa resolution.

Background

The UH Community College GEIT began convening in the summer of 2023 to research general education best practices and explore potential avenues to improve our UH System General Education Core. The Ad Hoc committee consisted of three representatives from each of the seven (7) UHCC campuses. After the one-year term, all of the members decided to continue meeting to make forward progress in revising the General Education Core and reached out to UH Mānoa Senate committee chairs and representatives from UH Hilo and UH West Oahu. There were many suggestions for improvement. However, most of these suggestions revolved around requirements outside of the General Education Core requirements (e.g., Focus or Graduation Requirements). Through multiple conversations evolving from the two other iterations of the General Education Redesign, it was agreed that all ten (10) campuses were in favor of implementing a Foundations in Hawaiian Knowledge (FH).

While we met with Mānoa representatives on several occasions, we did not engage in a collaborative process to develop a collective path forward. The meetings were primarily informational, and at times, key details were not shared as early or as fully as we would have hoped. In our discussions with UH Mānoa, we appreciated their creative ideas for integrating the FH requirement without increasing the overall credit count. We agreed to bring these options back to our campuses for further consideration. However, when we asked for them to do the same with a third option, adding the FH requirement and increasing the total credit count to 34, we were quickly told “no” and that was a “non-starter”. During the next meeting, we found out that UH Mānoa had already created a presentation and met with multiple constituents; they were moving forward on their own. Because of this, the UHCC team proceeded to move forward with their own proposal including all three (3) options, along with a 4th option: “none of the above”. We shared our materials ([Memo to UHCC Faculty Senate Chairs](#), [FH Implementation PPT](#)) with UH Hilo and UH West O‘ahu before deploying a survey to all eligible faculty members. This survey was facilitated by each campus’ Faculty Senate chair and GEIT representatives.

The survey concluded on April 18 with the plurality of Option #1 (add FH, increasing total credit count to 34). There were 251 faculty responses. Option 1 was the lead preference (4 campuses); followed by Option 2 (2 campuses) and Option 3 (1 campus). The Campus vote was reflective of the collective data as well: 98 votes for Option 1 (39%), 73 votes for Option 2 (29%), 61 votes for Option 3 (24%), and 19 votes for Option 4 (8%). The final memo is being circulated through each campus’ Faculty Senate and should be finalized by May 9, 2025 to be sent to UH Administration and the Board of Regents.

Concerns

- **Lack of inter-campus collaboration.** As previously noted, our engagement with UH Mānoa over the past year has not embodied the level of collaboration we had hoped for in a system-wide process. In addition to choosing not to include the third implementation option, UH Mānoa also opted not to use

the definition of the General Education Core that has been collectively agreed upon across the UH System.

- **Conflation of General Education Core.** The UH System identifies General Education Core as Foundations and Diversifications (note: up until 2018, one campus used the terminology “Basic and Area”, which was included in policy and memorandums). Examples of this understanding include, but are not limited to, [EP 5.209](#), [UHCC 5.206](#), [Diversification Memo](#), [Memorandum of Agreement: Transfer of General Education Core Requirements](#), and most clearly articulated via [UH Mānoa Program sheets](#) (example: [BA Hawaiian Language](#)). UH Mānoa’s proposal combines the UH System’s fully-aligned General Education with their campus-specific Focus and Graduation Requirements. This is not only in disagreement with current policy, but also becomes very confusing to students who transfer from another campus (directly in opposition of [RP 5.214](#)).
- **Renaming General Education Core (along with Focus and Graduation requirements) for only one campus.** In addition to conflating what requirements constitute UH System General Education Core, their proposal aims to rename Diversifications, along with Focus, and Graduation requirements (terminology currently shared by 9/10 campuses). If they diverge from our shared language, this will further confuse students in transferring (along with faculty and staff who work across the System).
- **Making campus-specific changes to General Education Core without consensus across the UH System.** It is extremely important that the UH System continues to have a fully-aligned General Education Core to ensure students experience the same quality education, regardless of the institution(s) attended. It is also paramount for seamless transfer and articulation as students move between campuses.
- **Incorrect assessment of transfer and articulation issues.** In the *Report on the General Education Curriculum at the University of Hawai‘i at Mānoa*, they state that “The vast majority of transfer and articulation issues will not be solved by changes in curriculum.” This is false. As an academic advisor for the last 14 years at a community college where the majority of the students intend to transfer, as well as in my current role reassigned to the System focusing on transfer and articulation, I can say that curriculum plays a large role in these issues. Students (along with faculty and staff) assume that UH System institutions operate under the same guidelines, requirements, and terminology. Advisors help students explore and navigate their educational path, but the degree requirements should not be so convoluted as to *require* them to see an advisor. We currently have discrepancies in course name (ALPHA/number), title, and designation, which causes students to take the wrong courses, extending their time to degree and often resulting in loss of financial aid. Adding an additional variable of different types of designations will make it extremely difficult for students and take us backwards 20+ years to when our general education was not aligned. This would not be solved by “effective advising”. However, I do agree with their suggestion that **System collaboration** and discipline convenings of representatives (from all 10 campuses) would improve certain aspects of these issues.

My hope is that all ten campuses can come together to move forward on improving the General Education Core and then move on to reviewing Focus and Graduation requirements. Although I have my opinions on how I’d like to see General Education transform, I only have one vote in our larger faculty body. I’m more concerned about ensuring a fair and democratic process, in which a wide variety of options are presented to all faculty and they have an opportunity for their voice to be heard. Only then will we be able to provide the best possible education for our students.

Attachment 1: Memo to UHCC Faculty Senate Chairs

MEMORANDUM

Subject: UHCC Support for Foundations Hawai'i (FH), Core Credit Adjustments in General Education

To: Community Colleges Council of Faculty Senate Chairs
Kelsie Aguilera, Leeward CC
Shawn Ford, Kapi'olani CC
Mark Ombrello, Kaua'i CC
Brent Rubio, Honolulu CC
Jana Smith, Hawai'i CC
Derek Snyder, Maui College
Lance Uyeda, Windward CC

Via: Kahele Dukelow, Interim Associate Vice President for Academic Affairs, UHCC System
Kathryn Fujioka-Imai, Interim Academic Program Officer, UHCC System

From: UHCC General Education Inquiry Team
Stephen Taylor, Kaua'i CC, Chair
Sarah Akina, Windward CC
Kenoalani Dela Cruz, Hawai'i CC
Melanie Dorado Wilson, Windward CC
Shawn Ford, Kapi'olani CC
Jennifer Higa-King, Honolulu CC
Liana Horovitz, Maui College
Michelle Igarashi, Leeward CC
Genai Keli'ikuli, Leeward CC
Melissa Kirkendall, Maui College
Carrie Mospens, Hawai'i CC
Ku'uilei Nakahashi, Maui College
Veronica Ogata, Kapi'olani CC
Mark Ombrello, Kaua'i CC
Elliot Ossanna, Honolulu CC
Anthony Silva, Kapi'olani CC
Lance Uyeda, Windward CC

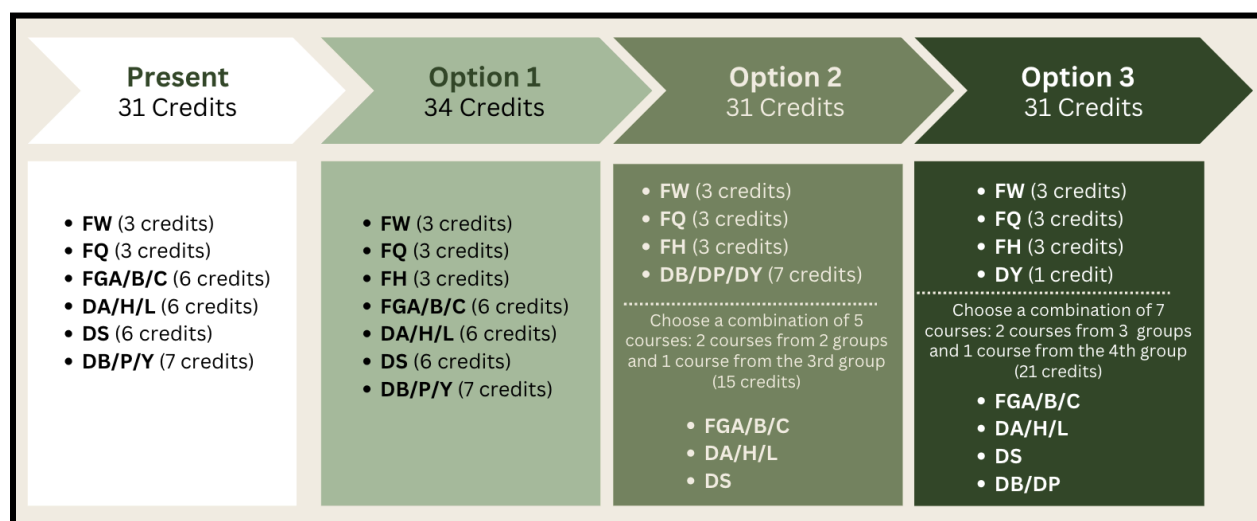
The UH System's multi-year General Education redesign, initiated in 2021, prompted a necessary review of existing curriculum across all campuses. Through the different iterations of the General Education redesign teams, there have been several suggestions for improvement. However, most of these suggestions revolved around requirements outside of the General Education Core requirements (e.g., Focus or Graduation Requirements). Examples include 1) reduction of Writing Intensive courses (only impacting UH Mānoa); and 2) allowing the Ethics (E) and Oral Communications (OC) requirements to include courses at any level (instead of upper division coursework).

Beginning in Summer 2023, the UHCC system, through the General Education Inquiry Team (GEIT), convened representatives from each community college to research best practices, review general education programs at other well-regarded community colleges, and create shared understanding across the CCs of current General Education practices. Over the last two years, the GEIT developed a shared definition of General Education, collaborated with the four-year campuses, and solidified support for the addition of a foundational course in Hawai'i and Hawaiian knowledge, culture, and history (FH). As such, the UH Community Colleges (UHCC) propose prioritizing this implementation and suggest convening content experts from each campus to collaboratively define course hallmarks, guidelines, and assessment methods.

This proposal pertains to the General Education in totality. It does not intend to mandate implementation of this new requirement if a program does not already incorporate the full General Education course requirements, which at present consist of 12 credits of Foundations requirements and 19 credits of Diversification requirements, for a total of 31 credits.

In adhering to current policies ([RP 5.213](#), [RP 5.214](#), and [EP 5.209](#)), it is important for our General Education requirements to remain completely aligned across the UH System. This ensures that each student in the UH System can transfer seamlessly throughout our 10 campus system and receive the same foundational education, regardless of the campus they start at.

During discussions between the UHCC General Education Ad Hoc Committee, UH Mānoa's General Education Coordinator and chairs of the Committee on Academic Policy and Planning (CAPP) and General Education Committee (GEC), and representatives from UH West O'ahu and UH Hilo, the following possible implementations were defined:



Option 1: Add the FH requirement (3 credits) to the current General Education requirements (31 credits) and do not change any other requirements, therefore increasing our General


Education to 34 credits total. (Since the overall credits required for degrees will not change, an increase in Gen Ed credits will decrease elective credits.)

Option 2: Add the FH requirement (3 credits) to the current General Education requirements (31 credits) and remove a different requirement, therefore keeping our General Education at 31 credits. Remove three (3) credits: Group FG (2 classes/6 credits) with DA/H/L (2 classes/6 credits) and DS (2 classes/6 credits), and have students take a total of five (5) classes (15 credits) with a sequence of two classes from two groups and one class from the remaining group. **Note: for this option, FW, FQ, DB, DP, and DY will not be impacted.**

Option 3: Add the FH requirement (3 credits) to the current General Education requirements (31 credits) and remove a different requirement, therefore keeping our General Education at 31 credits. Remove three (3) credits: Group FG (2 classes/6 credits) with DA/H/L (2 classes/6 credits), DS (2 classes/6 credits), and DB/DP (2 classes/6 credits), and have students take a total of seven (7) classes (21 credits) with a sequence of two classes from three groups and one class from the remaining group. **Note: for this option, FW, FQ, and DY will not be impacted.**

Through the past three GE Redesign attempts, it is clear that updating the UH System General Education curriculum needs to be a collaborative effort, guided by faculty and supported by administration. The UH System has been working on this for almost 5 years—implementing the FH is time sensitive. Voting on a UHCC General Education proposal before the end of the semester would document our voice in this process.

We are requesting each faculty senate representative share this memo and accompanying slides with their campus and then vote for their top ranked choice to implement the FH requirement utilizing the prompt by **April 18, 2025**. Voting should be open for one (1) week after discussion at your campus' faculty senate and close on/before the April 18 deadline. This vote should include all faculty at your campus utilizing the

 UHCC General Education - FH Implementation form. A unified UHCC proposal can then be finalized and presented to the UH System by the end of the Spring 2025 semester.

GENERAL EDUCATION

Redesign Working Group



March 18, 2025

GEN ED (31 CREDITS)

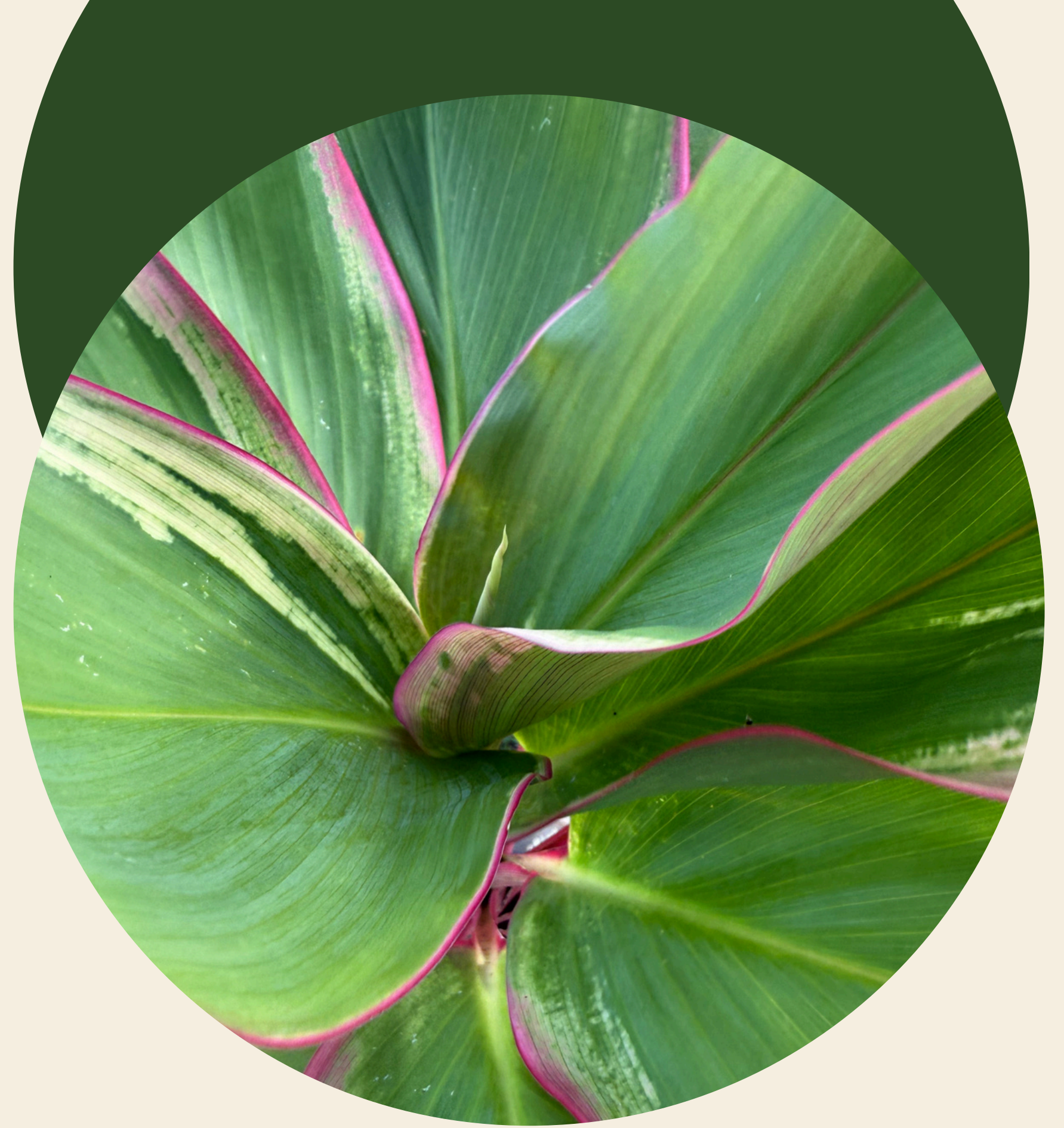
Aligned 100% across all 10 campuses

FOUNDATIONS (12 CREDITS)

- **FW:** Written Communication (3 credits)
- **FQ:** Quantitative Reasoning (3 credits)
- **FGA/B/C:** Global & Multicultural Perspectives (6 credits)

DIVERSIFICATIONS (19 CREDITS)

- **DA/H/L:** Arts, Humanities, Literature (6 credits)
- **DS:** Social Sciences (6 credits)
- **DB:** Biological Science (3 credits)
- **DP:** Physical Science (3 credits)
- **DY:** Natural Science Lab (1 credit)





COMMUNITY COLLEGES & GEN ED

UH among nation's best in community college transfer students earning bachelor degrees!

UH News Feb. 15, 2024

UHCC transfers outperform peer community colleges in other states in key educational metrics including:

- Low-income students (#2 nationally),
- Non-traditional students (#3 nationally),
- Graduation rates (#8 nationally),
- Fall-to-Fall Retention (better than the national average)
- Time-to-Degree (better than the national average)



FH COURSE

There is wide support to amend our General Education to include a foundational course in Hawai'i and Hawaiian knowledge, culture, and history (FH).

This is also reflected in our current UH System Strategic Plan:
Imperative 1: Fulfill kuleana to Native Hawaiians and Hawai'i



OPTIONS TO IMPLEMENT

Suggestions from prior discussions

1

GENERAL EDUCATION - 34 CREDITS

Add 3 credits of FH to current General Education without altering current requirements

2

GENERAL EDUCATION - 31 CREDITS

Add 3 credits of FH to current General Education and remove a current requirement

Note: This proposal pertains to the General Education in totality. It does not intend to mandate implementation of this new GE requirement if a program does not already incorporate the full General Education course requirements.

DETAILED OPTIONS



Present 31 Credits

- **FW** (3 credits)
- **FQ** (3 credits)
- **FGA/B/C** (6 credits)
- **DA/H/L** (6 credits)
- **DS** (6 credits)
- **DB/P/Y** (7 credits)

Option 1 34 Credits

- **FW** (3 credits)
- **FQ** (3 credits)
- **FH** (3 credits)
- **FGA/B/C** (6 credits)
- **DA/H/L** (6 credits)
- **DS** (6 credits)
- **DB/P/Y** (7 credits)

Option 2 31 Credits

- **FW** (3 credits)
- **FQ** (3 credits)
- **FH** (3 credits)
- **DB/DP/DY** (7 credits)

.....
Choose a combination of 5
courses: 2 courses from 2 groups
and 1 course from the 3rd group
(15 credits)

- **FGA/B/C**
- **DA/H/L**
- **DS**

Option 3 31 Credits

- **FW** (3 credits)
- **FQ** (3 credits)
- **FH** (3 credits)
- **DY** (1 credit)

.....
Choose a combination of 7
courses: 2 courses from 3 groups
and 1 course from the 4th group
(21 credits)

- **FGA/B/C**
- **DA/H/L**
- **DS**
- **DB/DP**

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Board of Regents Agenda Item (required)

SS - III.A. Update on General Education

Your Position (required)

Comments Only

Your Testimony/Comments

Respected Regents and Guests,

After years of discussion including consideration of several proposals, the Mānoa Faculty Senate on April 16th overwhelmingly approved new requirements for General Education at Mānoa.

These new requirements are an incremental evolution of the existing requirements. Among the most significant changes, and in support of UH's mission and vision, are the addition of a new Foundations Hawaiian Knowledge requirement and a Sustainability requirement.

Compromises were needed to reach this goal. Mathematically, adding new requirements means either increasing the number of required credits, or reducing some of the existing requirements. Increasing the number of credits hurts credit-heavy programs, so this proposal does not increase the overall number of credits.

Reducing the existing requirements affects both the students that benefit from these requirements, and the programs that teach them. This proposal increases student choice while still requiring students to take courses from each of the original Breadth requirements.

While this is a curriculum for Mānoa, it was developed through extensive conversations and collaboration with faculty on other campuses, both at the All Campus Council of Faculty Senate Chairs and in consultation with the Community College/System General Education Inquiry Team.

Articulation is very important and our general education team has always taken it into consideration. However, this update to the General Education requirements is even more important. Our continuing work with faculty from other campuses demonstrates both their and our commitment to making articulation of these new requirements work well.

Please help us celebrate this accomplishment by supporting the faculty in taking care of our kuleana to our students and our community.

Mahalo for your support!

Your Testimony (pdf or word)

No Response

Submission Date

April 30, 2025 at 6:24 PM

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Stephen Taylor

Your Organization (optional)

UHCC General Education Inquiry Team

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Board of Regents Agenda Item (required)

SS - III.A. Update on General Education

Your Position (required)

Comments Only

Your Testimony/Comments

Your Testimony (pdf or word)

[BOR-GEIT-30Apr2025.pdf](#)

Submission Date

April 30, 2025 at 7:38 PM

Aloha kākou,

It has become abundantly clear to the UHCC General Education Inquiry Team that UH Mānoa (UHM) faculty are driven by their internal campus politics that dictate what can be approved on their campus regarding Gen Ed. They lack any incentive for legitimate collaboration with the UHCCs. It seems they just assume the UHCC curriculum will follow along since a plurality of UHCC transfers head to UHM.

We agree with the concerns outlined in the memo to President Hensel recently sent by VPs Teraoka and Halbert. We are not convinced by the arguments and rebuttals put forth by Ashley Maynard, the UHM interim Gen Ed Office Director. The arguments mirror our experience during meetings with UHM faculty over the past year; they seem indifferent or dismissive of our concerns, particularly in regards to students' educational context and challenges presented to transfer students by the curriculum changes in the recent UHM faculty senate resolution. Our persistent requests to be meaningfully involved were consistently rebuffed. Meetings devolved into briefings of what UHM would do on their own regarding both Gen Ed and FH hallmarks.

The other two universities may also lack an incentive to collaborate with each other and UHM, though we had fewer meetings and less familiarity with UHWO and UHH participants over the past year. Students enrolled at a UH campus follow the university's curriculum. Faculty on that campus may not be adequately considering the challenges that differences in their curriculum pose to prospective UHCC transfer students. For example, UHCC students who aren't yet sure which of the three UH universities they will attend must decide whether to take courses required by one UH campus but not another. The wrong decision wastes time, effort, opportunity, and money (either their own or financial aid).

Looking to the future, the UHCC team feels the BOR should not approve the UHM faculty senate resolution on Gen Ed. We are still eager to continue our work. **We are optimistic that we can maintain a unified, system-wide Gen Ed curriculum that incorporates a new FH course through a process involving meaningful collaboration that gives equal voice to each campus.**

Mahalo for your consideration,

Stephen Taylor, PhD
Chair, UHCC General Education Inquiry Team
Professor, Kua'i Community College

** Note: A draft version and, later, a Google Doc of this testimony was circulated to the full UHCC Gen Ed Inquiry Team early on Thursday 4/30 for input and comment. A few*

affirmed their support and none objected, though it is likely that some did not get a chance to review it.