

**UNIVERSITY OF HAWAI'I – WEST O'AHU
HAWAIIAN, ASIAN, PACIFIC (HAP) PROGRAM
June 13, 2008**

UH – West O'ahu has a Hawaiian, Asian, and Pacific (HAP) Focus requirement in our General Education program that was created last academic year, modeled after UH – Mānoa's requirement. Our Faculty Senate has just recently voted in support (unanimously) of the Multi-Campus Articulation Agreement, and our Administration (represented by the VCAA) has also supported participation. We would like to be an approved campus under this agreement.

This paperwork describes how our campus' HAP program operates in relation to the requirements of the Multi-Campus Agreement. We are submitting this information for review by the system-wide HAP Committee.

SUPPORT

- a. Statements from the Chief Academic Officer and Faculty Senate President on the adequacy of campus support for the HAP program.

Attached is the UH – West O'ahu approval of the Multi-Campus Articulation HAP Agreement, signed by the Chair of UH – West O'ahu's Faculty Senate and by the Vice Chancellor for Academic Affairs (VCAA), our Chief Academic Officer (Attachment 1). This approval – unanimous by the Faculty Senate – indicates campus support of the HAP program.

Also attached are letters from the VCAA and the Faculty Senate Chair indicating adequate campus support for the HAP program (Attachments 2 and 3).

- b. Documentation of the official establishment of a campus HAP Faculty Board that will approve HAP designations.

Our HAP Board was established as a subcommittee of UH – West O'ahu's General Education Committee in Fall 2007 (Attachment 4. Statement from General Education Committee Chair.)

Our HAP Board is to consist of a minimum of 3 members. Their length of service on the Board is 2 years. A minimum of 3 members must be specialists in Hawai'i, the Pacific, or Asia – with at least one of these 3 having an expertise in Native Hawaiian culture/issues. Currently, our Board consists of 3 full-time members with Ph.D.s – one from Hawaiian-Pacific Studies with a specialty in both Hawai'i and the Pacific, one from Hawaiian-Pacific Studies with a specialty in the Pacific, and one from Anthropology with a specialty in the Pacific.

The Chair of our HAP Board/Subcommittee is elected by secret ballot by the members of our Board. A majority vote will elect the Chair. Our current Chair is a specialist in both Hawai'i and the Pacific.

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.

The 3 current members of UH – West O'ahu's HAP Board are, again, filled by specialists in Hawai'i and the Pacific. They predominantly teach classes about Hawai'i and the Pacific and are committed to developing HAP classes linking Hawai'i and the Pacific or Hawai'i and Asia.

UH – West O'ahu has approximately 7 full-time faculty members who currently teach courses that involve Hawaiian-Pacific or Hawaiian-Asian linkages (6 of the 7 have the Hawaiian-Pacific linkage). Our expansion to include a full four-year program (including freshmen/sophomores) began this fall (Fall 2007), and our General Education program was implemented in Fall 2007. This General Education program was modeled after UH – Mānoa's, and it includes a HAP Focus requirement. Our HAP Board was established in mid-Fall 2007. So we are only just beginning to approve courses for HAP designation. Four courses have been approved by our HAP Board taught by 4 different faculty members. (Two of the initial 4 faculty members previously taught HAP Board approved classes at UH – Mānoa.) Thus, 4 of the potential 7 faculty members are already committed to teaching HAP courses, and we anticipate that they will be proposing additional HAP courses. We anticipate that the remaining 3 will submit HAP course proposals within the next semester.

ii) the campus's ability to meet student demand for HAP classes

Our campus has 940 students. We graduate about 200-250 per year. A little less than 900 of our students currently are juniors/seniors, transfers from other institutions (UH Mānoa, community colleges). Our first freshmen class of Fall 2007 had 40 students, and we had 312 new transfers in Fall 2007. Our new General Education requirements with the HAP Focus requirement apply to students entering UH – West O'ahu in Fall 2007. However, for transfers this new General Education system is transitioning in, with our old General Education requirements (without an HAP course) also an option for some students. Our students can take HAP courses at the lower or upper division level. So HAP demand is two-pronged.

One primary focus of our delivery will be to our lower division students. Again, our entering freshmen class consisted of 40 students. In Fall 2008, we anticipate 100 new freshmen. 2 lower division HAP courses are planned for Fall 2008. These classes together have seats for 65 students. We anticipate a minimum of two such lower division courses per semester for the near future, and we anticipate that this be sufficient for our lower division students. If it does not, we will increase our offerings.

The majority of our junior/senior transfers have completed a HAP course elsewhere in the UH System. (We do not have exact figures at this time, but a rough estimate is probably 60-75%, with perhaps 80-125 students not having such courses.) We have one HAP upper division course this Spring and another slated for Fall. We anticipate notable increases in upper division HAP courses beginning in Spring 2009, because the bulk of our courses currently with Hawaiian-Pacific or Hawaiian-Asian linkages are 300-400 level courses. In conjunction with students transferring in having taken HAP courses already, we anticipate that this will handle demand for upper division students in the near future. Again, if need be, we will increase our offerings.

Thus, at this time we believe that we are able to handle the demand for HAP classes. As enrollment changes, we will be constantly reviewing the situation and modifying our program to deliver enough classes.

iii) the staff who will record HAP classes correctly in the student registration system (Banner).

Once a UH – West O’ahu faculty member’s course is approved for HAP designation by the HAP Board, then the HAP Board Chair will present the findings to the General Education Committee, and this information will be reported to the Faculty Senate. Then, the HAP Board Chair will notify the VCAA and the Registrar. The Registrar within Student Services will input the HAP designation in Banner. On the class schedule, “[H Focus]” appear after the course number/name.

iv) adequate budget

All HAP courses will be delivered by full-time faculty for the near future. Similarly, staff entering info into Banner will be full-time staff. Thus, budgetary concerns are met.

COURSE DESIGNATION & APPROVAL

a) Description of the HAP course proposal review and designation procedures.

Each semester UH – West O’ahu faculty are able to submit proposals for the following semester for HAP course designation to the HAP Board/Subcommittee of the General Education Committee. Presently, following General Education Committee procedures, for courses to be designated the following semester, submittals must be made in the first 3 monthly meetings of the Board.

Faculty proposals must be submitted with a completed form and an attached syllabus. The form lists the hallmarks for HAP courses, and it requires discussion under each hallmark of how the course will address that hallmark. Additionally the syllabus that is submitted must clearly show readings and topics for each week, and we encourage annotation to clearly show the hallmark tie. [We will be preparing more specific guidelines next fall – for both the form

and the annotated syllabus. And we will have at least one workshop/meeting for interested faculty on understanding the HAP Hallmarks.]

The HAP Board members independently review each proposal, and each proposal is discussed by the full Board. We review all the hallmarks related to each course proposal. Our emphasis is the linkage to Native Hawaiian culture/issues. We check to make sure that the overall class has this emphasis and that a sizable number of weekly classes cover topics linked to Native Hawaiian culture/issues. Also, we check to see that there is a sizable presence of indigenous readings (videos, guest lectures, etc.) with a strong Native Hawaiian indigenous voice component.

Our HAP Board members then vote on the proposal. A majority vote is needed to approve the course.

If the proposal has flaws and does not pass initially, a Board member will consult with the faculty member proposing the course and review the problems with the proposal. The faculty member then may resubmit a revised proposal or withdraw their proposal. If the Board does not approve the course a second time, it will not be accepted as a HAP course that semester.

When the HAP Board approves a course/instructor, the General Education Committee is notified and this notification is passed to the Faculty Senate. Then, the HAP Board Chair notifies the VCAA and the Registrar, and the Registrar inputs the information into Banner.

b) Recommended: Copies of the campus' actual HAP proposal form used to designate courses.

Attached is our current HAP proposal form. The form is currently a shared H, Oral, Ethics Focus form – with only the relevant H Focus portions to be filled out for a proposed HAP course (Attachment 5). These relevant portions include the cover sheet, a sheet for signatures, and the sheet where discussion of each hallmark must occur. Again, a syllabus is required. [Also, we will be preparing a specific HAP course proposal form next fall, with more specific guidelines.]

c) Statements regarding

i) What the HAP designation will be attached to.

UH – West O'ahu's HAP designation will be attached to a Course and Instructor combination.

ii) The duration of the HAP designation:

Initial approval is for 3 years; renewals are for 5 additional years.

iii) Number of members on the campus's HAP Faculty Board, length of their service, and board composition:

Our HAP Board is to consist of a minimum of 3 members. Their length of service on the Board is 2 years. A minimum of 3 members must be full-time faculty that are specialists in Hawai'i, the Pacific, or Asia – with at least one of these 3 having an expertise in Native Hawaiian culture/issues. Currently, our Board consists of 3 full-time members with Ph.D.s – one from Hawaiian-Pacific Studies with a specialty in both Hawai'i and the Pacific, one from Hawaiian-Pacific Studies with a specialty in the Pacific, and one from Anthropology with a specialty in the Pacific.

iv) The voting process to grant HAP approval:

Majority rule of the HAP Board.

ASSESSMENT

- a. Statement that the campus will agree to accept the HAP systemwide committee's set of HAP student learning outcomes and participate in any revisions.

Our campus agrees to both these points.

- b. Campuses whose WASC guidelines mandate that they assess the HAP requirement should include a statement of intent to create an assessment plan.

WASC guidelines are requiring that UH – West O'ahu develop assessment plans for our learning outcomes. At present, we are focusing on Institutional, Division, and Concentration outcomes and their assessment. We are planning on developing General Education learning outcomes next year – which would include outcomes for the HAP requirement. Plans of how to assess these outcomes will be developed then. We will use the HAP systemwide committee's recommendations for HAP outcomes and any suggestions for assessment in the development of the HAP requirement within our larger General Education assessment plans.

ATTACHMENTS

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|---------------|----------------------------------------------------------------------------------------------------------------------|
| Attachment 1. | Multi-Campus HAP Articulation Agreement, signed by Faculty Senate Chair & VCAA. |
| Attachment 2. | Letter from VCAA indicating adequate campus support for HAP Program. |
| Attachment 3. | Letter from Faculty Senate Chair indicating adequate campus support for HAP Program. |
| Attachment 4. | Statement from the General Education Committee Chair that the HAP Board was established, and when. |
| Attachment 5. | HAP Course Proposal Form. (Titled: UH – West O'ahu, General Education Focus Requirement Course Designation Proposal) |
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Attachment 1
Multi-Campus HAP Articulation Agreement, signed by Faculty Senate Chair
(Mark Hanson) & VCAA (Joanne Itano)

UNIVERSITY OF HAWAI'I 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 a HAP program that has been approved by the systemwide HAP committee. The approval criteria for HAP programs and application procedures are explained in section A.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)
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 understanding the HAP Hallmarks.
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

¹ A UH campus may apply to have its HAP program approved by the systemwide HAP committee regardless of whether the campus has a Hawaiian, Asian, and Pacific Issues (HAP) requirement for a degree program.

have been met. The collection of evidence should contain no more than ten pages of text. The following items are required:

1. *Support.*
 - a. Statements from the Chief Academic Officer and Faculty Senate President 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 HAP proposal form used to designate courses (or a draft of a HAP 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 agree to accept the HAP systemwide committee's set of HAP student learning outcomes and participate in any revisions.
 - b. Campuses whose WASC guidelines mandate that they assess the HAP requirement should include a statement of intent to create an assessment plan.

A4. Systemwide committee membership. A systemwide committee will consist of the chairpersons of the HAP boards on each campus that has an approved HAP program. (Note: The initial systemwide committee will consist of a representative from each campus that is pursuing approval for its HAP program.)

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 re-articulation 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 a HAP program approved by the systemwide HAP committee 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 UH Executive Policy 5.209.

The following parties agree to the form and content of this memorandum.

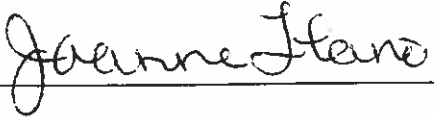
Faculty Senate Chair

Campus Administrative Officer



Mark Hansen

4/9/08

 4/10/08

Appendix: 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 the HAP designation. A course that does not include relationships with Native Hawaiian Culture is not eligible for the HAP 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.

Attachment 2
Letter from VCAA (Joanne Itano) indicating adequate campus support for HAP
Program.



UNIVERSITY
of HAWAII®
WEST O'AHU

April 17, 2008

To: HAP Multicampus Board

From: Joanne Itano
Interim VCAA

A handwritten signature in black ink that reads "Joanne Itano".

Re: UHWO Joining the HAP Multicampus Board

UHWO has the resources to provide campus support for the UHWO HAP Board. In the Fall 2007, two new faculty were hired for the Hawaiian and Pacific Studies concentration. In addition, here are five full time faculty on campus who teach courses that meet HAP hallmarks. The campus registrar will input HAP designations into Banner as a course attribute. The HAP Board of the campus General Education Committee is considered part of the service commitment for each faculty. As the General Education Committee and the HAP Board determines outcomes for the general education requirements, appropriate resources will be provided to the board and committee as necessary. It would be an added benefit to UHWO if the HAP Multicampus Board engages in multicampus HAP outcomes and assessment and I am in support of this effort.

Thank you.

Attachment 3

Letter from Faculty Senate Chair (Mark Hanson) indicating adequate campus support for HAP Program.

UNIVERSITY OF HAWAII - WEST O'AHU

Multi-Campus Hawaiian Asian Pacific Board
University of Hawaii - Manoa


May 1, 2008

RE: UH-West O'ahu support of the HAP program.

To whom it may concern:

Our Faculty Senate at UH-West O'ahu consists of the entire faculty. The Faculty Senate at UH-West O'ahu approved adopting a Hawaiian, Asian & Pacific General Education Focus requirement last academic year, following UH - Manoa's General Education program. Thus, there is faculty support for a HAP requirement and courses. This academic year the Faculty Senate unanimously approved UH - West O'ahu's participation in the Multi-Campus HAP Articulation agreement, so the faculty continue to show support. The General Education Committee of our Faculty Senate established a HAP Board as a subcommittee last Fall, and just recently approved all the procedures that are listed in our HAP Program Statement. It is my understanding that we have approximately 7 full-time faculty members who will be developing HAP courses. Thus, I believe that we have adequate campus support from our faculty and Faculty Senate for our HAP Program.

Regards,



Mark Hanson
Chair, Faculty Senate
University of Hawaii - West O'ahu

Attachment 4

Statement from the General Education Committee Chair (Jayson Chun) that the HAP Board was established, and when.

UNIVERSITY OF HAWAII - WEST O'AHU

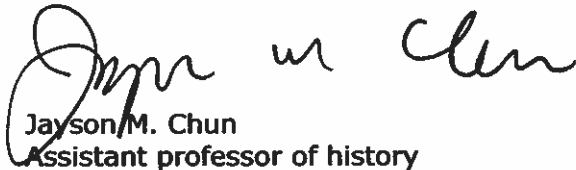
96-129 Ala Ike
Pearl City, HI 96782

May 7, 2008

Dear Dr. Mark Hanson,

I am the Chair of UH - West O'ahu's General Education Committee. The Committee established a HAP Board as a subcommittee of our General Education Committee in Fall 2007. The HAP Board has been meeting this Spring (2008) and making decisions on HAP course proposals.

Sincerely,

A handwritten signature in black ink, appearing to read "Jayson M. Chun". The signature is fluid and cursive, with the first name being the most prominent.

Jayson M. Chun
Assistant professor of history
Chair, General Education Committee

Attachment 5
HAP Course Proposal Form.
(Titled: UH – West O‘ahu, General Education Focus Requirement Course
Designation Proposal)

University of Hawai'i - West O'ahu
General Education Focus Requirement
Course Designation Proposal

To propose a course for acceptance as meeting the General Education **Focus** designation, submit this form along with a course outline to the UHWO General Education Committee) by the proposal deadline. Check with your Division Chair for deadlines for each semester. If this is a new course, you must also submit Form CC1 to the Curriculum Committee at the same time for approval.

1. Course information

Subject Alpha and Number: (e.g. Anth 101) _____

Any cross-listings: _____

Course Title: _____ (limited to 30 spaces)

of credits: ____

2. Indicate which Focus designation(s) you are requesting

_____ Contemporary Ethical Issues (E)

_____ Oral Communication (O)

_____ Hawaiian, Asian, & Pacific (H)

3. Official course description (limited to 75 words)

Supply the course description as it appears or will appear in the UHWO catalog. This description must be consistent with the appropriate hallmarks. [See samples from other campuses, if needed.] If this is a new course, please attach a copy of the CC1 form submitted to Curriculum Committee.

4. Hallmarks. Explain in detail how this course meets each of the appropriate hallmarks.

Please take into account the following guidance on the "inherency of Focus" criterion:

--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 oral communication, but provide little guided oral instruction. That course is not inherently O.

--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. Attach additional page(s) if necessary. A more detailed description of the hallmarks are located at the UHWO General Education webpage (<http://www.westohu.hawaii.edu/gened>)

Contemporary Ethical Issues Designation (E)

Describe how the proposed course will fulfill each of the following 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.

E5. A minimum of 8 hours of class time will be spent in discussing contemporary ethical issues.

Hawaiian, Asian, & Pacific Issues Designation (H)

To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks. Describe how the proposed course will fulfill each of 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.

Oral Communication Designation (O)

The following Hallmarks are used to evaluate courses for O designation.

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 will be a function of the student's oral communication activities (30% for a 4-credit course; 60% for a 2-credit course; 100% for a 1-credit course).

O2. Each student 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 students. If instructor feedback primarily involves groups of students, enrollment will be limited to 30 students.

5. Please read this agreement, sign below and submit to Division chair for signature.

As Division Chair and Course Coordinator we understand that we are responsible for:

- a) ensuring that all course instructors are aware of the course's Focus designation,
- b) providing the General Education committee with a complete list of the course's instructors and section numbers each semester, and
- c) collecting and reviewing all course syllabi to make sure that all sections are taught in accordance with the Focus Hallmarks each semester.

Division Chair

Printed Name: _____ Campus Address: _____

E-mail: _____ Phone No. _____

Signature: _____ Date: _____

Course Coordinator

Printed Name: _____ Campus Address: _____

E-mail: _____ Phone No. _____

Signature: _____ Date: _____

Course outline must be attached.