Place-Based Capacities Proposal for General Education

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About the Logo:

Hawaiʻi is positioned at the center, with five people encircling this global view. Some see the five people to be students (haumāna), others will find faculty (kumu) or, possibly, both, as we strive for all to be lifelong learners. All wear mortarboards, symbolizing scholarship and learning. All are joined in unity, with the ten clasped hands representing the ten campuses of the UH System, as well as the individual and collective commitments that we make to one another as peers and colleagues. The stars at the end of each mortarboard's tassel recall the celestial guidance of the first Hawaiian voyagers and are symbolic of each student's journey. The star motif--in the tassels and the arrangement of the people--is also universally recognized as a symbol of excellence. The backdrop showcases the summit of ka mauna, which symbolizes excellence and demonstrates the toil of an academic journey, whose strain parallels that of scaling the mountains of our goals.

Finally, color enhances the imagery; different skin tones and the varying hues of cap-and-gown reflect the diversity of our people and the broad and extraordinary range of disciplines and expertise across our ten campuses, respectively. The greens and blues of the land, sea, and sky of Hawaiʻi is both the background and the nucleus of General Education of the University of Hawaiʻi System.

Logo Developed by: Kealohi Leleo, Rene Hutchins, and Marc Joseph Rollon

LAND ACKNOWLEDGEMENT (HOʻOIA ʻĀINA) AT THE UNIVERSITY OF HAWAIʻI

To honor and respect Indigenous Peoples, the UH General Education Curriculum Design Team has crafted a proposed land acknowledgement for the General Education curriculum reflecting the responsibilities of an Aloha ʻĀina university and a *Hawaiian Place of Learning*.

> The University of Hawaiʻi campuses are situated on the traditional homeland (ʻāina) of the Kanaka ʻŌiwi (Native Hawaiian) people, who never ceded their sovereignty to the United States. We acknowledge that Queen Liliʻuokalani temporarily yielded her authority under duress and in protest and did not relinquish her power in perpetuity. Rather, sovereignty was wrested through an illegal coup by foreign settlers aided by the US military in 1893, and later illegally (and immorally) annexed to the United States in 1898. Moreover, the University is a land grant institution under the Morrill Act of 1862, which was used to fund universities in the US by redistributing 11 million acres of Indigenous lands ceded under violent duress. The University has also benefited from 1.8 million acres of seized and contested Hawaiian lands that UH campuses sit on, as well as lands it leases and thus controls.

> As a Hawaiian Place of Learning, as an Aloha ʻĀina University, as an Indigenous serving institution, and as a beneficiary of the Morrill Act, the University of Hawaiʻi has a kuleana (responsibility) to recognize Hawaiʻi—including our campuses and facilities—as located on the ʻāina of Kanaka ʻŌiwi; to support Indigenous peoples and the protection of Indigenous ʻāina; to affirm Kanaka ʻŌiwi and their knowledge systems greatly contribute to our collective understanding of Hawaiʻi and the world, and practices such as mālama ʻāina are models for sustainability. The university is committed to promoting equity for Kanaka ʻŌiwi and other marginalized groups in and beyond our institution.

EXECUTIVE SUMMARY

The UH General Education Curriculum Design Team presents this document to begin the conversation about a re-imagination of the general education curriculum that serves the 10 campuses of the University of Hawaiʻi system. The effort to re-imagine a General Education curriculum is a response to President David Lassner's charge: "We must identify and articulate what our students need to know, be able to do, and value so they can be knowledgeable and contributing citizens in the complex, diverse, information-driven and interconnected world within which they will live and work"[1] and attends to his guardrails.[2] Our proposal aims to improve our current General Education curriculum in the following ways:

- ease student transfer across institutions
- align with the learning outcomes of accreditation standards and the Interstate Passport
- Incorporate the values of the place of Hawaiʻi in the curriculum
- prepare students to confidently face the challenges of a precarious natural environment, rapid technological advancements and pervasive global social inequalities as well as to find solutions that creatively contribute to a thriving community.

After identifying the areas in need of improvement in our current General Education curriculum, the Design Team has framed the proposed curriculum around five Guiding Principles: **Hawaiʻi, Learning, Students, Unity, and Excellence.** These Guiding Principles have influenced our self-reflective process in designing a re-imagined curriculum.

The Design Team proposes a **place-based capacities** curriculum. Our proposal re-imagines the current general education system, which is organized around distribution requirements. In a place-based capacities curriculum, the student learning experience is situated within a community, in particular within the perspectives of Hawaiʻi. Briefly, we define capacities as the essential academic skills and knowledge that will prepare students to succeed in their future career paths or contribute to a thriving community.[3] We recommend three components to a re-imagined General Education program:

- **Foundational courses** consisting of five courses and an information & digital literacy lab. These courses will incorporate knowledge, skills, and values that have been identified by

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[1] https://www.hawaii.edu/news/2021/03/12/uh-president-general-education-curriculum-redesign/
[2] https://www.hawaii.edu/offices/vp-academic-strategy/academic-programs-and-policy/general-education-redesign
Also see UH Systemwide Competencies Survey results for Students and Faculty:
Students: https://drive.google.com/file/d/1L3N-Zc-cEULlNfqCpH01X6SA0Qj9uGxB/view?usp=sharing
Faculty: https://drive.google.com/file/d/1tYDNk3OId8K078EzotGewrm8GI-hKJRD/view?usp=sharing
AAC&U 2021 Report: https://www.aacu.org/sites/default/files/files/research/AACUEmployerReport2021.pdf
[3] https://drive.google.com/file/d/19icQOdnbegbOj8Zhq_oY9y-06IZABSq6/view?usp=sharing

students, faculty, community partners, and the workforce as crucial for career and lifelong success.

- **Reinforced and Integrated courses** consisting of 4-5 classes (depending on whether students are AA/AS or BA/BS) will reinforce capacities and integrate them with their major field of study.
- A **capstone course** for BA/BS students will integrate many of these capacities or skills through applied learning and civic engagement projects

Key components of proposed curriculum

- Allows students flexibility of taking more than one course in a discipline area.
- Students can double-dip General Education courses with requirements in the Major, Minor, or Academic Subject Certificates.
- Scaffolds capacities, such as Hawaiian Place of Learning and oral communication.
- Encourages exploration by allowing multiple courses to count towards requirements.
- Students benefit from intentionally focused advising to map courses and transfers across the UH system.

The team has included ʻōlelo Hawaiʻi in this document to indicate our commitment to incorporating Hawaiian knowledge, science, and values at all levels in the General Education curriculum. We recommend that in the implementation phase, a Hawaiian place of learning group be established to determine the appropriate place where system-wide or campus-specific language of Hawaiian words are to be used in the General Education Curriculum.

Faculty Development and Collaboration

The Design Team recognizes that faculty development is essential in order to ensure success in the implementation of the re-imagined general education curriculum. Faculty may not have the necessary training to address new capacities outside their current disciplinary training. Hence, the design team recommends that faculty development must accompany any process of implementation of the re-imagined general education curriculum.

Furthermore, the Design Team recommends that a culture of collaboration is fostered at all levels in administering the re-imagined general education curriculum because of its multidisciplinary nature. Faculty may need to learn new methods of pedagogies and expand their disciplinary knowledge to other fields that intersect with their interests. This may entail that articulation among the 10 campuses are in place and that more intensive academic advising is supported. Finally, this may entail that the top tiers of administration (President Lassner, Chancellors, Provosts and VCAAs) actively support faculty development and lead

specific campus initiatives in nurturing creative and professional relationships among the community, the faculty, and the students.

Expectations for further discussion and revision

A consultation plan will be produced in conjunction with this proposal. Consultation with all system faculty senates will initially take place, starting in the Fall 2021. Suggestions for revisions of the proposed re-imagined general education curriculum will be collected and reviewed. Final discussion and vote for approval is required in **all** 10 Faculty Senates/Congress across the system, hopefully in Spring 2022.

CONTENTS
(Titles are hyperlinked)

I. Guiding Principles for General Education at University of Hawai'i at a Glance
(*See Appendix C for a more detailed account of the Guiding Principles*)

The definition and articulation of the Guiding Principles ensures that our General Education curriculum at UH is grounded in Hawai'i, values teaching and learning, improves the student experience and increases the roles of our institutions and stakeholders in facilitating achievement and success. We aim to have a General Education curriculum that operates within a unified system to encourage successful student transfer, matriculation, and graduation. We also feel it essential that we situate the general education curriculum within the context of accountability as it relates to accreditation, national expectations within higher education, and in an effort to hold ourselves accountable to our own values. The proposed Guiding Principles for General Education for the University of Hawai'i System are organized with important 'ōlelo no'eau (proverbs) that include:

The Principle of Hawai'i - Hawai'i, the history of Hawai'i, and Native Hawaiian knowledge and values are situated at the foundation of the General Education curriculum across the University of Hawai'i System as we acknowledge our responsibility as an Indigenous-Serving Institution.

He ali'i ka 'āina; he kauā ke kanaka. *The land is chief; people are its servants.*

The Principle of Learning - A diverse and high-quality liberal education utilizes the expertise of the faculty across all disciplines in conjunction with relevant pedagogies and high-impact educational practices to prepare our students for the workforce and society.

E lawe i ke a'o a mālama, a e 'oi mau ka na'auao. *One who takes their teachings and applies them increases their knowledge*

The Principle of Students - Our holistic, student-focused approach supports students' interests by creating experiences that value health and growth within a safe space community as essential aspects of learning, achievement, and success.

'O ke kahua ma mua, ma hope ke kūkulu. *The foundation first, then the building.*

The Principle of Unity - A single General Education framework across all 10 campuses of the University of Hawai'i System preserves each campus's unique identity and strengths while facilitating the goal of aligned student engagement, learning, achievement, and success.

Pūpūkahi i holomua. *Unite to move forward.*

The Principle of Excellence - Excellence is demonstrated through assessment and evaluation of General Education within a context of accreditation and the alignment to national standards for the purpose of improvement.

Kūlia i ka nuʻu. *Strive for the summit of the mountain; always seek excellence.*

II. Place-Based Capacities: A New Direction for UH General Education

Contents:

A. Introduction
B. Proposed Structure: Capacities
C. Tiered structure: foundational; reinforcement / integrated; and mastery levels

A. Introduction: Re-Imagining the General Education Curriculum - Collaboration, Accreditation and Scaffolding

General education fulfils a key responsibility of the University of Hawaiʻi campuses and programs. The general education curriculum ensures that all students gain skills and knowledge that are highly valued in the workforce and are tools of lifelong learning, as well as opportunities to inculcate students with our shared values. Students experience a broad-based education that exposes them to a variety of disciplines and modes of inquiry. Students also gain skills that enrich and reinforce their specific areas of study or majors. In addition to these goals, UH General Education should express to students how their education at the University of Hawaiʻi is unique, relevant, and authentic to the sacred spaces of the Hawaiian Islands.

1. Faculty collaboration in general education design and development

This proposal centers Hawaiʻi as a place of learning in the curriculum; respects the autonomy of individual campuses as authoritative agents in serving distinct student populations; and values the importance of interdisciplinary collaboration among faculty, both within specific campuses and also across the 10 UH system-wide campuses.

For our proposed changes to succeed, robust support for course development is essential. Moreover, it is recommended that collaboration be pursued at all levels of the UH system, such that creative and innovative pursuits are widely encouraged among multiple faculty members and academic units. Faculty are encouraged to work with colleagues in other disciplines, academic units, or other campuses in developing team teaching opportunities or learning new approaches and orientations in order to enhance a democratic citizenry. Cultivating a culture of collaboration fosters a diversity of perspectives and ensures transparency for students as they navigate their academic journeys within the UH system.

2. Accreditation considerations

Any General Education curriculum must support UH's journey to excellence via alignment of competencies and outcomes to regional higher education accrediting body standards and transfer agreements, including but not limited to:

- WASC accreditation: The Western Association of Schools and Colleges' (WASC) Senior[4] and Junior Commissions[5], which accredits the ten UH campuses, requires institutions to incorporate a robust general education program which ensures breadth of knowledge as well as competence in five core competencies, including written and oral communication, quantitative reasoning, critical thinking, and information literacy
- Interstate Passport: UH campuses participate in the Interstate Passport[6] program, which allows students meeting the Interstate Passport requirements to transfer completed General Education credits according to learning outcomes, rather than specific courses and credits. The Interstate Passport includes written and oral communication; quantitative literacy; scientific literacy (both physical and biological) plus a lab; humanities and literatures, arts, and social sciences. Passport blocks are determined by the campus and each UH campus has mapped their current GenEd courses to the Passport.

3. Scaffolding of skills: foundations, reinforcement, mastery

Higher education typically recognizes three tiers of learning: an introductory level where foundational skills and information are first presented to students, a reinforcement level during which students have opportunities to integrate and practice applying their skills, and a mastery level where students use skills independently and in a significantly integrated way. In recognition of the importance of systematic scaffolding, we recommend that student learning be structured at three levels. Skills are either given sufficient attention at the foundational level that reinforcement is built in at that level, or are repeated at a reinforcement level. For students in BA and BS programs, a mastery level (i.e. a capstone or applied learning class and an extra reinforcement class at the 300 and above level) is also recommended.

B. Proposed Structure: Place-Based Capacities

We recommend that a common General Education program across the ten UH campuses be **place-based**.[7] Students will learn about the cultural practices, history, language, and scientific

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[4] https://www.wscuc.org/

[5] https://accjc.org/eligibility-requirements-standards-policies/

[6] https://interstatepassport.wiche.edu/

[7] See the following resources for further understanding of place-based education:

knowledge of Hawaiʻi, and Hawaiian epistemologies and perspectives will infuse the curriculum in meaningful, culturally appropriate ways. A place-based curriculum emphasizes the importance of community engagement between the UH system and the communities within which our campuses are located. We also recognize the importance of intercultural and international understanding and diversity, as well as key communication (oral and written) and quantitative reasoning skills.

Another key feature we recommend is that the General Education program be organized around **capacities** rather than our current diversification requirements. In a diversification model, students take courses in specific disciplinary categories, such as Arts, Humanities, & Literatures; Social Sciences; Biological Sciences; and Physical Sciences. The diversification structure does not allow much space within the typical degree program for interdisciplinary curricula. A capacities-focused program engages students with a robustly broad educational experience, while also incorporating multiple additional skills.

During the UH General Education Summer Institute in July, participants explored the concept of competencies-based education (CBE),[8] which is gaining popularity among many institutions of higher education. CBE ensures that students master certain skills in their degree programs, without necessarily counting credits that represent time spent completing specific courses. In a CBE system, each course may teach students a number of relevant skills; students may also learn skills in extracurricular settings or via modules that are independent of, or added on to, traditional courses offered by departments. The CBE system is appealing because it can include more skills in general education, while creating greater flexibility for students and how many courses they take.

The design team recommends that UH general education adopt a modified competency-based system, or what we are calling "capacities."[9] In the view of the Design Team, the term "competencies" expresses more of a deficit-based understanding of learning that seemed to imply that students either possess or lack competencies while not emphasizing the developmental capacity for students to grow and learn these essential skills. The term capacities (replacing "competencies") expresses a holistic strength-based and growth-centered understanding of the essential skills to foster student learning. Moreover, capacities express a

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https://drive.google.com/file/d/1u_NG_cmEIE5t22bX-P6DWCBRPTmDPcO5/view?usp=sharing
https://drive.google.com/file/d/1hS-lIMyItl5XiF6jFpplU928m3jKALy8/view?usp=sharing
https://drive.google.com/file/d/1EC4T1E2oEEUl_H7QUeiAX5Boma459OAm/view?usp=sharing

[8] See the following resources to further learn about competency-based education:
https://docs.google.com/presentation/d/11pF3ekZwLR4eMhSv2AE2FuAeoZHTs3HAmwwodpU9o1I/edit
https://drive.google.com/drive/folders/1WRQpa7aa3TDeB508qCtxlW61IdxOvhWV?usp=sharingusp=sharing

[9] See Boston University's General Education program (the only program we reviewed that incorporates a multi-campus approach). Their use of the term "capacities" influenced our approach. https://www.bu.edu/hub/

generative or developmental curriculum, which encourages students to generate meaningful connections between their educational experience and the impact they are able to create in their communities and any future career opportunities. Though the term capacities offers a slight re-orientation of these essential learning skills, the term does not diverge from the essential skills expressed in CBE. The capacities-focused structure does not use diversification designations but rather relies on cultivating the essential academic capacities that foster interdisciplinary teaching.

1. Definitions of Capacities thematically organized

We recommend the following capacities to be included in the UH General Education redesign:

Intellectual Toolkit/Habits of Mind: *These capacities cultivate habits of mind that improve a student's communication, analysis, and organizational skills. Students benefit from these skills at every phase of their academic journey.*

> *Written communication*: Students are able to write and express ideas across a variety of genres and styles. Written communication skills develop over time and are interactive and layered throughout the curriculum.
>
> *Oral communication:* Students will develop and deliver clear, oral presentations using appropriate content, organization, and style for the intended situation, audience, and purpose. Students will communicate effectively with individuals and groups through active listening and constructive responding.
>
> *Critical thinking:* A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.[10] Apply careful, analytical thinking to address issues and solve problems.[11] Analyze and make connections through logical reasoning in order to challenge, explore, or think more deeply about ideas, issues, and perspectives.
>
> *Ethical reasoning:* Will raise ethical awareness of social issues and challenge the student to confront his or her own certainty about the choices involved and create a class atmosphere in which diverse ideas are encouraged. Explain different ethical positions in relation to a problem or issue.
>
> *Creative Expression:* Employ, interpret, and evaluate creative processes and practices to produce an original work of personal or social significance.

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[10] https://drive.google.com/file/d/11SciqN7Nz1M5ILz2IXeDKMKabOpFBI-r/view?usp=sharing
[11] https://drive.google.com/file/d/1c11UzjHZK_7RvkkgnkwKByr3SIqlh7e6/view?usp=sharing

Information literacy: Students can "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."[12] Find, evaluate, use, and document relevant information sources to address a specific information need.

Digital literacy: Students gain "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."[13] Make informed decisions when consuming and creating digital content to learn, share, or interact with others.

Place and the Flourishing Community : *These capacities aim to cultivate a sense of place and belonging to Hawaiʻi; its landscapes and people.*

Hawaiian Studies and Language: Students will investigate major aspects of the culture, language, history, or natural environment of Hawaiʻi. Students will cultivate skills of cultural appreciation and critical understanding of Hawaiian culture and language.

Hawaiian Place of Learning: Students will be exposed to Hawaiian perspectives, values, and practices for meaningful engagement in critical thinking and intercultural understanding. Such knowledge, situated in the local, is applicable to global, multicultural contexts. Since different campuses are located in different places of Hawaiʻi, campuses are encouraged to articulate this capacity through their own place-based perspectives.

Sustainability: Students will manifest a basic recognition of the interrelationships between essential human and natural systems. Explain and apply core concepts of sustainability as a lens for taking action on personal, social, or environmental opportunities for local and global change.

Civic and Community Engagement: In the context of general education learning outcomes, civic engagement refers to a student's preparedness to take part in activities that enhance the common good. There are many forms of civic engagement that may be relevant and helpful to student educational outcomes. Students can work with government bodies and programs, as well as engage in non-government organizations responsible for broad-based programs to enhance community well-being, whether that community is defined by a locality or a shared identity. When students take part in civic engagement activities, students are brought into close contact with members of a community, engage with issues and projects they value, and integrate academic skills with projects that benefit that community. Identify and take a position on civic issues of importance to local or global communities.

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[12] https://literacy.ala.org/information-literacy/
[13] https://literacy.ala.org/digital-literacy/

Identity and Diversity: *These capacities aim to develop a sense of empathy to a variety of different perspectives and to historically contextualize the global and international dimensions of Hawai'i.*

> *Asia/Pacific:* This capacity refers to knowledge about Asia and the Pacific / Oceania, and recognition of its history, cultural distinctiveness, and relationship to Hawai'i. After taking a class with this capacity, students will be able to identify and describe the cultural perspectives, values, and world views rooted in the experiences of peoples indigenous to Asia and the Pacific / Oceania. Students can identify and analyze forms of human expression in the region, such as the histories, cultures, beliefs, literature and arts, or social, political, and technological processes of these regions.

> *Intercultural and International Perspectives:* After taking a class with this capacity, students understand global and local forms of cultural expression, and can relativize and critically examine their own assumptions and biases. Students can engage with diverse people and respect different forms of interaction and communication. Students can identify and describe how power, positionality, privilege, and other factors influence their lives and the circumstances of others.

> *Teamwork/Laulima:* Students benefit from a teamwork / Laulima capacity as a way to increase their ability to work collaboratively, interdependently, and productively with others to achieve a common goal. Students understand the value of collaborative engagement and learn strategies to achieve consensus, manage differences of opinion, and find fair solutions to problems.

Mathematical and Scientific Problem Solving: *These capacities aim to develop important 21st century problem solving skills in quantitative reasoning and scientific literacy, to encourage students to make evidenced-based decisions, and to solve problems through quantitative analysis .*

> *Quantitative Reasoning/Data Literacy:* Use mathematical tools and calculations to analyze real-world numerical data, draw conclusions about the data, and effectively communicate the results in an appropriate format.

> *Scientific Inquiry + Lab:* Use concepts, theories, skills to describe, explain, and predict natural phenomena using the knowledge base of the appropriate STEM discipline. Use the scientific process and its steps (develop hypothesis, design experiment, conduct experiment and collect data, analyze and interpret data, develop conclusion based on data to support/not support hypothesis, propose theory based on data or refine hypothesis (or both).

2. Second language learning and capacities

In addition to the capacities defined above, the team discussed how best to incorporate second language learning into general education. Second language learning offers important benefits, including improved oral and written communication skills, stronger intercultural and international perspectives, and experience in teamwork. We recommend that language classes be eligible for general education certification based on identified capacities. If campuses want to establish requirements that students attain specific levels of second language capacity, we recommend this be addressed in campus- or program-level graduation requirements.

3. Tiered structure: foundational; reinforcement / integrated; and mastery levels

The proposed model includes three components. First, students will take a sequence of five **foundational courses** that incorporate capacities that have been identified by students, faculty, community partners, and the workforce as crucial for career and lifelong success. Second, students take 4-5 classes (depending on whether students are AA/AS or BA/BS) that **reinforce** capacities and integrate them with their major field of study. Finally, for BA/BS students, students integrate core skills via an applied learning or a **capstone course**. Terminal AAS/AS degrees may adapt their specific programs to the general education curriculum in order to address their specific program requirements.

1	Foundations	2	Reinforcement Integration with Major	3	Mastery Capstone
	• Core capacities: place-based learning, an intercultural and international class, written and oral communication, quantitative reasoning, and information & digital literacy. • Additional capacities flagged as key for career success and lifelong learning		• Capacities reinforced and/or integrated with major classes. Taken in thematic clusters, or chosen in other ways. • Classes can be double-dipped with major, minor, and certificate requirements.		• Ideally integrated with major. • Students demonstrate mastery & independent use of skills • AA/AS students may have an optional applied learning class

Because students working towards different degree types have different academic needs, capacities should be included in the following manner:

- Terminal AAS/AS: 15-16 credits from Foundations of Learning *or* Reinforcement courses.
- Transferable AA/AS Degrees: 29 total credits, including 16 Foundations of Learning credits and 13 credits from reinforcement level.
- BA/BS Degrees: 35 credits, including 16 Foundations of Learning credits and 16 credits from reinforcement level, plus 3 credits from the capstone course.

General education course requirements by credit levels:

	Foundations	Reinforcement	Mastery
Years 1-2 (0-60 credits)	5 courses	4 courses	
Years 3-4 (61-120 credits)		1 courses	Capstone

Credits by degree type:

Terminal AAS/AS Degrees	Transferable AA/AS Degrees	BA/BS Degrees
Foundations *or* Reinforcement 5 courses, 15-16 credits	Foundations 5 courses, 16 credits	Foundations 5 courses, 16 credits
	Reinforcement 4 courses + lab, 13 credits	Reinforcement 5 courses + lab, 16 credits
		Capstone, 3 credits
Total credits: 15-16	29	35

4. Scaffolding of capacities, defining touchpoints

In recognition of the importance of either a robust foundational level course in a specific capacity, or reinforcement and scaffolding of skills, the Design Team recommends that the specific capacities defined above be included and scaffolded in the general education program.

Scaffolding embodies more than repeated exposure to specific capacities in the general education curriculum. It requires that capacities are "touched upon'' (touchpoints) at multiple tiered levels of a student's academic journey and progressively developed via practice and explicit instruction. The following table was used to ensure that the capacities touched upon at the foundations level are also touched upon at the reinforcement level and the BA/BS level. The table employs "*touchpoints''* as a way of mapping the scaffolding of capacities at the various

tiered levels of a student's educational journey. At the BA/BS level, the reinforcement of capacities is taken at the 300 and above level ensuring that the reinforcement of capacities are layered at the degree's appropriate level. The total "touchpoints'' reflect how many times a capacity was touched upon at all degree program levels. Hence, at the BA/BS level, the capacities of Written Communication is touched upon 5 times; Oral Communication is touched upon 4 times; and digital literacy is touched upon 3 times. These are the only capacities the team identified as minimally being touched upon more than once beyond the reinforcement level. Additionally, the scientific literacy capacity must include a lab and is mapped at 3 touchpoints meaning that a single course can be dedicated to meet the capacity. This course may be designed for non-STEM majors (depending on campus availability) and combine content in both Physical and Life Sciences in order to fulfill the Interstate Passport requirements.

	Capacities / Touchpoints at each level	foundations level	reinforcement level	BA/BS level	total
WASC & WICHF	Written Communication	2	1	2	5
	Oral Communication	2	1	1	4
	Quantitative Reasoning/Data Literacy	2	1		3
	Information Literacy	2	0		2
	Critical Thinking	2	1		3
	Scientific Inquiry + lab	0	3		3
	Digital Literacy	2	0	1	3
	Creative Expression	1	1		2
	Hawaiian Studies and Language	1	1		2
	Hawaiian Place of Learning	1	1		2
	Sustainability	1	1		2
	Civic Engagement	1	1		2
	Ethical Reasoning	2	1		3
	Teamwork/Laulima	2	1		3
	Asia/Pacific	1	1		2
	Intercultural perspectives	1	1		2

5. Assessment for capacities

We envision a system-wide assessment committee whose role will be to design and implement an assessment plan for the new Gen Ed program. This committee may complement and work

together with existing system-wide faculty and staff units and committees that are already engaged in assessment work on each of our campuses.

6. Place-Based Capacities Focus

In recognition of the value of scaffolding, capacities are included at three levels:

1. Foundations: 5 courses + lab, 16 credits. Courses include: Hawaiian Place of Learning; International and Intercultural Perspectives; Written Communication; Oral Communication; Quantitative Reasoning; and Information & Digital literacy.
2. Reinforcement: 4 courses, 12 credits. Can be double-dipped in majors / minors / certificates. Reinforced capacities introduced in the foundational courses for transferable AA / AS and BA / BS students.
3. Mastery: 2 classes (5th Reinforcement course and capstone), 6 credits, for BA/BS students, ideally integrated into the major, that allows students to demonstrate proficiency of capacities including at minimum written and oral communication, and digital literacy with the expectation that majors may require other capacities at their discretion.

7. Foundations of learning requirements
(total: 5 courses + lab or 16 credits for all students)

ʻO ke kahua ma mua, ma hope ke kūkulu. —The foundation first, then the building.

Foundation classes introduce students to all the core capacities and habits of mind necessary for success throughout their academic journeys and in their future careers. Faculty from many disciplines can teach these courses (or team-teach across disciplines). In recognition of the importance of a foundation for future learning, the team proposes that Kahua, meaning foundation or basis, be created as a new UH system-wide alpha (KHUA).

Much like our current designation system, the KHUA courses listed below may differ by campus, but the course descriptions offered here describe the themes, capacities, and course components that must be present. Foundation courses can include any pre-existing courses, but they need to be approved on individual campuses (via campus Gen Ed policies and boards) to ensure they have required capacities and course components. Note: Specific Written Communication, Oral Communication, and Quantitative Reasoning courses may be required in majors and these courses may also satisfy these foundation requirements. Capacities introduced in these courses will be reinforced in courses that are integrated with majors and / or offered at the upper-division level, as well as capstone courses that offer an opportunity to demonstrate proficient knowledge of many of these skills.

Course descriptions:

KHUA 100: Hawaiian Place of Learning (Ahupuaʻa) (3 credits) The first part of a two-course signature sequence that centers learning within the context of a Native Hawaiian Place of Learning. Introduces students to their UH campus, and helps them become rooted in their campus and local community. Students become part of a community of learners and actively engage in academic and co-curricular exploration. The following capacities are chosen to best represent the themes of this course*:* Hawaiian studies and language, Hawaiian place of learning, sustainability, critical thinking, creative expression, ethical reasoning, and laulima (teamwork).

> *Course components:*
> *a.* Addresses the specific places in Hawaiʻi of the instructing institution. For example, if the course is delivered in Kauaʻi Community College, the course must address the place of Kauaʻi.
> *b.* Incorporates Hawaiian values, epistemologies, and practices
> *c*. Addresses issues of identity, the good life, well-being in community

KHUA 200: Intercultural & International Perspectives (Ka Piko O Ka Honua) (3 credits) The second part of a two-course signature sequence. Places Hawaiʻi in the context of Asia, Oceania, and the world. Incorporates curricula concerning intercultural interactions, diversity, and historical context. The course will expose students to artifacts from different cultures and historical time periods. Students develop skills of cultural fluency, aesthetic appreciation, and communicating across differences. Students gain self-awareness and become better communicators and team-builders with people who have significant differences from themselves. The following capacities are chosen to best represent the themes of intercultural and international perspectives*:* Intercultural and international perspectives, Asia / Pacific, critical thinking, information and/or digital literacy, civic engagement, and ethical reasoning.

> *Course components:*
> *a*. Introduces students to artifacts from different cultures and historical time periods
> *b.* Students relativize their own assumptions and cultural perspectives, and develop social and emotional skills that lead to better communication and understanding across differences

KHUA 110: Writing, Composition and Prose (3 credits): Teach the learning outcomes for written communication. The following capacities are chosen that best represents the theme of written communication: Written communication, information and/or digital literacy, creative expression.

KHUA 120: Oral Communication, Rhetoric and Ethics (3 credits): Teach the learning outcomes for oral communication. The following capacities are chosen that best represent the themes of oral communication: Oral communication, information and/or digital literacy, ethical reasoning, laulima.

KHUA 130: Quantitative Reasoning (3 credits): Teach the learning outcomes for quantitative reasoning. The following capacities of quantitative reasoning and data literacy focuses on the mathematical and data analysis that are essential in many STEM related fields.

KHUA 140: Information and Digital Literacy (1 credit): The purpose of the stand alone lab is to ensure this capacity is expressly taught not as a hidden component of a course but as a distinct feature of the curriculum. It is recommended that subject matter experts develop a module that can be integrated in any of the foundations level courses. *Capacities*: information literacy and digital literacy

8. Reinforcement or integrated learning
(12 credits for transferable AA/AS Degrees; 15 credits for BA/BS Degrees)

Reinforcement courses scaffold the cross-cutting skills that are identified in the capacities chart above and can be integrated in any major classes. It is important to note that unlike the foundations courses where specific capacities are fixed to the particular foundations courses, capacities in the reinforced level are not fixed to specific courses. For AA/AS degrees, reinforced capacities are bundled in 4 courses. For BA/BS degrees, reinforced capacities are bundled in 5 courses (at least one of the courses must be at the 300 and above level). Campuses are given the opportunity to creatively arrange or weave the capacities either through thematic pathways (a set of courses addressing a common theme), areas of inquiry (each course representing a particular theme with a fixed set of capacities) or even within a diversification model (each course represents a specific discipline). As authoritative agents that know the educational needs of their students and campus community, individual campuses will enjoy flexibility in how the reinforced capacities are arranged. However, it is important to note that when reinforced capacities are unfixed, this places the burden of responsibility for weaving the capacities onto the campuses.[14] Moreover, this responsibility includes how campuses will assist students in ensuring the capacities are completed. In fact students will greatly benefit from the experience of seeing how general education capacities can enrich and strengthen their major coursework. The structure of the reinforcement or integrated learning courses promotes diversity, experimentation, and flexibility. It may be the case that many departments are more suited to teach some capacities rather than others. However, a discipline or department may

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[14] This feature of the proposed curriculum was vigorously debated by the Design Team. There were both pros and cons to this issue, and the team ultimately voted for maximum flexibility at the campus level.

creatively utilize any of the relevant capacities that speak to the major. In this way, there are more opportunities for departments to develop integrated learning within the general education curriculum. Students are able to seek out courses which expose them to a range of themes. Or, students can opt to gain capacities via thematically linked pathways of courses.

Capacities / touchpoints at reinforcement & integration level		
3 touchpoints	Scientific inquiry + lab	
1 touchpoint	Written Communication Oral Communication Quantitative Reasoning/Data Literacy Critical Thinking Ethical Reasoning Civic Engagement Information Literacy	Hawaiian Studies and Language Hawaiian Place of Learning Intercultural perspectives Sustainability Creative Expression Asia/Pacific Teamwork/Laulima

Guidelines to arrange or weave capacities in reinforcement / integration courses:

- A single reinforcement course may contain between 2-4 capacities. Note: the scientific inquiry + lab capacity must be a dedicated course. Other capacities may also be included in this course.
- Students retain credit for capacities when they transfer, regardless of whether a course has those capacities on another campus.

Guidelines to develop pathways at the reinforcement and integrated level:

- Pathways must ensure all reinforcement capacities are covered utilizing the reinforcement capacities table on II.B.4 (p.17).
- Pathways may thematically organize sets of courses at the reinforcement and mastery levels. This may include courses speaking to a common theme of vital importance or it may design areas of inquiry in which categories of courses embody distinct themes. How and whether the courses are organized around specific themes is left to the discretion of individual campuses.
- Best practice is for academic units, departments, interdisciplinary minors, and certificates to design pathways. Depending on campus capabilities, academic units and departments are encouraged to work collectively to develop meaningful pathways for their students.

- Pathways are completed with 4 (AA/AS students) or 5 courses (for BA/BS students). Campuses must ensure that capacities are arranged within the boundaries of 4 or 5 courses.
- Sample themes: Food Studies; Predicting the Future; Technology and Society; Power and Social Inequality; Social Justice; Wealth and Poverty; Gender and Sexuality
- No more than 4 courses can be required to fulfill reinforcement level requirements at the AA/AS level. If capacities are not covered in 4 approved courses at this level, students either complete them in their 5th course or in the capstone course at the BA/BS level. At the AA/AS level, students meet with academic advisors to ensure capacities are completed upon transfer.

Students should have multiple choices of pathways, and can move between pathways. The following tables characterize sample mappings of various ways campuses can create pathways for the reinforcement and mastery levels. For example, if a student moves from Sample map #1 to Sample map #2, then the capacities transfer seamlessly. It is the responsibility of the campus to ensure that capacities transfer if a student decides to change pathways. See II.B.10 (p.23) below for transfer and articulation discussion. Note: Capstone courses are able to link thematically with pathways or they can be taken independently and take on a different theme.

Sample mappings of pathways:

Sample #1: Capacities framed within distinct course themes (areas of inquiry)					
Courses	Course theme	Capacities			
1	Heal the World	written comm	Asia / Pacific	intercultural perspectives	
2	Creativity and Innovation	Hawaiian place of learning	teamwork / laulima	creative expression	
3	Catastrophe and Survival	oral comm	scientific inquiry + lab	civic engagement	sustainability
4	The Universe, Life and Meaning	quantitative reasoning	ethical reasoning	Hawaiian studies	critical thinking
5 (BA/BS)	Power and Social Inequality	written comm	digital literacy		
Capstone	Major requirement	written comm	oral comm		

Courses	Course theme	Capacities			
		Sample #2: Capacities framed within a curated thematic pathway — Human Relationships in the Physical and Natural World			
1	Sustainable Science	written comm	scientific inquiry + lab	quantitative reasoning	
2	Environmental Ethics and Ecological Advocacy	sustainability	teamwork / laulima	creative expression	civic engagement
3	Indigenous Conceptions of Nature in Oceania	Hawaiian place of learning	critical thinking	Asia / Pacific	intercultural perspectives
4	Culture, Art and the Natural World	oral comm	ethical reasoning	Hawaiian studies	
5 (BA/BS)	Cultural Geographies in Hawaiʻi	written comm	oral comm		
Capstone	Major requirement	written comm	digital literacy		

Courses	Course theme	Capacities			
		Sample #3: Capacities framed within the disciplines			
1	Physical science	scientific inquiry + lab	quantitative reasoning	Asia / Pacific	critical thinking
2	Social Science	written comm	teamwork / laulima	creative expression	intercultural perspectives
3	Humanities	Hawaiian place of learning	oral comm	civic engagement	
4	Biological science	sustainability	ethical reasoning	Hawaiian studies	
5 (BA/BS)	Literature or second language	written comm	digital literacy		
Capstone	Major requirement	written comm	oral comm		

9. Applied learning / capstone

Sophomore Cornerstone Experience (optional, 1-3 credits). AA/AS students may have the option of integrating a cornerstone experience at the reinforcement / integration level. This may include an e-portfolio, study abroad, applied and/or service learning.

Senior Applied Learning / Capstone Experience (3 credits). For BA/BS students, the applied learning / capstone class integrates expertise in the Major and general education curriculum. The course must include a substantial, discipline/interdisciplinary-appropriate project or experience that demonstrates proficient knowledge of the foundations of learning, habits of mind, and reinforcement touchpoints (including written communication). Capstone experience might include a directed studies, senior thesis, 400 level seminar course, internship, or study abroad experience.

10. Transfer and articulation considerations

Per Executive Policy 5.209, the UH system is required to ensure that the student transfer experience is simple and predictable. We recommend that transfer and articulation be achieved through courses designated as foundations, reinforcement, and mastery levels. Each Foundation-level course is designed to address a defined set, or block, of capacities, which the student will earn upon successful completion of that course. When a student transfers within our System, this set of capacities will transfer. Students who transfer from outside the UH system and have taken a course similar to the foundations courses in Written Communication, Oral Communication and Quantitative Reasoning, these courses would also transfer if the capacities are met.

However, at the Reinforcement and Mastery level, courses (and the accompanying block set of capacities fixed to these courses) will not be tracked. Rather, each Reinforcement and Mastery-level capacities will be tracked independently of courses to allow students to transfer the capacities separately from the courses. Once a student completes capacities on one campus, they do not have to take them again. They would choose courses that fulfill their missing capacities. *For transfer students only:* Even if some capacities are not completed, students will have met this requirement after taking 4 courses.

The Design Team recommends that the best way to ensure students take the necessary capacities is for each campus at the reinforcement and mastery level to arrange the capacities based on their specific campus needs for all their students. Transfer students would not be penalized for missing capacities after they have met their required 4 reinforcement level courses. If a student transfers to a 4 year institution, they would be encouraged to take their missing capacities in the 5th reinforcement course or their capstone course at the BA/BS level.

If a student transfers across 2 year institutions, it is recommended that students take the optional cornerstone experience to complete any missing capacities.

C. Consultation

Groups that will be consulted include:

Faculty Senates, Associated Students of the University of Hawai'i (ASUH), UH Student Caucus(UHSC), all Native Hawaiian Councils, Hawai'i Papa o Ke Ao, All General Education Boards or Committees, an any other constituents the Design Facilitation Team deems appropriate.

Tentative Consultation Schedule:

10/21/2021   Design Team Provides Proposal for Faculty Senate Consultation.

11/1/2021   Senates engage constituents for comments and recommendations. Simultaneously, additional methods of consultation will be utilized.

1/30/22   Feedback and recommendations for revisions will be collected and collated.

2/28/22   Proposal will be revised based upon feedback for the second round of consultation.

4/1/22   Design Team Provides Revised Proposal for Additional Faculty Senate Consultation.

5/1/22   Senates engage constituents for comments and recommendations. Final vote in faculty senates to be taken.

Summer 2022 - Curricular and Structural Implementation strategy to be developed.

2022-2023+   Ongoing Faculty Development

III. Appendices

A. APPENDIX A - Frequently Asked Questions

What is the scope of this proposal?
Participants in the General Education Summer Institute were tasked with reimagining the General Education curriculum and offering creative ways to address problems within our existing system. Our proposal introduces new skills; eliminates inconsistencies across the 10-campus system; and trims the overall number of needed credits. There are remaining questions of both policy and implementation that will need to be addressed by faculty at the campus level, as well as in system-wide committees that we recommend be established going forward.

How were capacities / competencies selected?
Our discussions began with capacities that were the focus of the General Education Summer Institute in July 2021. These were drawn from the national literature regarding the most important skills for lifelong learning and workforce preparedness, as well as the recognition of skills that would be most important for students here in Hawai`i and in service to the needs of our communities.

Must Foundations classes be taught by specific departments?
No. Foundations classes can be taught by a variety of departments as long as they are able to teach the relevant capacities. However, some departments may be more suited to teach specific foundations courses than others. For example, the Math Department may be more suited to teach KHUA 130 Quantitative Reasoning, though other departments on some campuses may also offer sections of KHUA 130 just as they do now with FQ-designated courses.

How do students benefit from flexible options at the reinforcement / integrated level?
At the second tier of their general education courses, students can double-dip all general education classes with their major courses at various levels. Because this streamlines General Education, we recommend that students flexibly choose courses that may have a variety of capacities.

What is the role of departments at the reinforcement / integrated level?
Needs and resources vary by campus. Students will be best served when departments and units themselves determine how to involve their courses with General Education. Departments and units must be active and attentive partners to General Education and offer sufficient

opportunities to take General Education courses, and take them in concise and thoughtful sequences.

How does this proposal ensure students don't take "extra" General Education classes?
At the reinforced/integrated level, students take the required course cap (for AA/AS students, it will be 4; for BA/BS students, it will be 5). Missing capacities during transfer could be made up in the optional cornerstone course in the AA/AS degree programs and in the 5th reinforcement course and capstone course in the BA/BS degree programs. It is up to each campus to ensure that students take appropriate courses through the development of various pathways.

How does this proposal ensure scaffolding and reinforcement of capacities?
Students enter higher education at various moments in their academic journeys. Hence, scaffolding is more than just repeated exposure to the capacities, but ought to be understood as mutually reinforcing these capacities at every level of their curriculum. This is an issue that faculty at the campus level should take up with informed discussions about how specific capacities at different levels of the curriculum will progressively build skills and support student learning throughout their academic journeys.

What is the role of second language study in this proposal?
The members of the Curriculum Design Team felt very strongly about the benefits of second language study. Second language classes offer opportunities to develop the skills included in a reinvisioned General Education program. However, the Institute members felt it should be a campus- or unit-level discussion to decide whether a specific level of competency in a second language should be required as part of a campus' graduation requirements or specific degree programs.

What happens if a department doesn't have a capstone option?
It is not a requirement for departments to develop capstone courses. The capstone course is designed to work well with a student's major; however, if a student prefers to take a capstone course in another department this option would be possible for the student if the student meets all the graduation requirements of their major. Additionally, capstone courses could be a 400-level seminar course, an internship, an applied experience, or a study abroad experience.

What work remains to be done at the campus and unit level?
Our proposal prioritized the goal of a successful multi-campus model. We focus on issues that we feel can best be addressed at a system-wide level. Going forward, there will need to be additional campus-level discussions, as well as discussions in system-wide faculty bodies. For example, specific definitions and hallmarks will need to be developed for each capacity, and

campuses will need to decide how instructors apply for their courses to participate in General Education. Assessment will be carried out both on a campus and system-wide level. We also expect a robust discussion at the campus level of the degree to which individual courses can be interdisciplinary.

Additionally, this General Education redesign project gives us all an opportunity to reimagine different implementation options, such as the procedures through which course proposals are submitted and reviewed, the extent to which articulation can facilitate our students' transfer experiences, iterative assessment and improvement cycles, and much more.

B. APPENDIX B - Sample Draft Advising Sheet

The purpose of including this sample advising sheet is to provide a sense of how the place-based capacities curriculum proposal operates when advising students. This is a sample draft and we recommend that advisors develop their own campus-specific or system-wide advising sheets to track student progress towards graduation.

Steps in filling out Advising Sheets:

1. After each student takes a course designated in the foundations, advisors check off that the requirement has been completed.

Foundations of Learning	Completed
KHUA 100 Hawaiian Place of Learning	●
KHUA 110 Written Communication	●
KHUA 120 Oral Communication	●
KHUA 130 Quantitative Reasoning	●
KHUA 140 Informational and Digital Literacy lab	●
KHUA 200 Intercultural and International Perspectives	●

2. After each student takes a course, advisors indicate which course (ANTH 200 or PHIL 100) that covers the appropriate capacities. At the AA/AS level, students are required to take 4 courses. At the BA/BS level, students are required to take 5 reinforcement courses and 1 capstone.

Reinforcement and Capstone Level Courses			
Capacities	AA/AS	BA/BS	
	Course	Course	Capstone
Written Communication		Yes	Yes
Oral Communication		1 or the other	
Digital Literacy		1 or the other	
Quantitative Reasoning / Data Literacy		Not Required in these courses but can be included at the discretion of the majors	
Critical Thinking			
Ethical Reasoning			
Scientific Inquiry / Lab			
Hawaiian Studies and Language			
Hawaiian Place of Learning			
Intercultural and International Perspectives			
Sustainability			
Civic Engagement			
Creative Expression			
Asia / Pacific			
Teamwork / Laulima			

C. APPENDIX C - Guiding Principles

1. THE PRINCIPLE OF HAWAI'I

As an Indigenous-serving institution, the University of Hawai'i system embraces *Native Hawaiian Place of Learning* (NHPoL) as foundational, including it as an important tenet of the system's strategic plan. Understanding this importance, the **Principle of Hawai'i** is provided as the first guiding principle in the refreshed General Education model.

The Principle of Hawai'i recognizes that Hawai'i, its history, its Indigenous people—Kanaka 'Ōiwi (Native Hawaiians) and their knowledge and values—are situated as the foundation of the General Education across the University of Hawai'i system as a Native Hawaiian Place of Learning, an Aloha 'Āina University, and as an Indigenous-serving Institution.

Components (Nā Māhele) of the Principle of Hawai'i include:

A) Background on Land Acknowledgements (Ho'oia 'Āina) at University of Hawai'i.
B) Historical Context: The University of Hawai'i as an Indigenous-Serving Institution.
C) Background on Indigenizing the University with meaningful integration of Native Hawaiian values, pedagogies, and curricular practices (*See Appendix D for more ideas on pedagogical practices that speak to topics related to Hawaiian Place of Learning*).

a. Background on Land Acknowledgements (Ho'oia 'Āina) at University of Hawai'i

The Principle of Hawai'i is exemplified by acknowledging and respecting Indigenous Peoples, including their relationship to land.

The Principle of Hawai'i should be predicated upon respect of Indigenous Peoples. Land Acknowledgement, while insufficient in reconciling the history of land disposition of Kanaka 'Ōiwi people, is an important step in honoring Indigenous people and their relationship with land. Land Acknowledgement is a "formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories," as defined by the American College Personnel Association.[15]

It is within the University of Hawai'i's responsibility as an academic institution to meaningfully include and support Kanaka 'Ōiwi and their knowledge and perspectives, across our institution as part of the University's commitment to diversity and inclusion. The university continues to work towards building relationships with Native communities through academic pursuits, partnerships, historical recognitions, community service, enrollment and retention efforts, and student support.

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[15] https://www.insightintodiversity.com/acknowledging-native-land-is-a-step-against-indigenous-erasure/

b. Historical Context: The University of Hawai'i as an Indigenous-Serving Institution

The Principle of Hawai'i is exemplified by an identification of the UH System as primarily an Indigenous-serving institution.

While the university was officially established in 1906, its origins are in the Hawaiian Kingdom. In 1893, Queen Lili'uokalani signed into law the creation of the Bureau of Agriculture, whose role, in part, was educating the public on agricultural practices. The first subjects taught at the University were English, Math, and Agriculture. Over the decades, Kanaka 'Ōiwi and allies have carved out Indigenous spaces within the institution, beginning with 'Ōlelo Hawai'i (Hawaiian language) in 1920. As a vibrant, living institution, the university continues to evolve.

The University of Hawai'i identifies itself as a Native Hawaiian Place of Learning. Since the 2002 strategic plan, the University has aspired to be "the world's foremost [I]ndigenous serving university and embraces its unique responsibilities to the [I]ndigenous people of Hawai'i and to Hawai'i's indigenous language and culture" (Papa o ke Ao). The initiative to become a "Native Hawaiian Place of Learning" began twenty years ago, was "reinforced as an aspiration and priority in the UH Mānoa 2011–15 Strategic Plan," and continues to be "one of four main goals outlined in the UH Mānoa 2015–25 Strategic Plan[16], updated in December 2020" (UH News). This vision is based on four reports that date back to 1986.

The University of Hawai'i defines "Native Hawaiian Place of Learning" as "responsive to the needs and assets of Native Hawaiian communities and is reflective of Indigenous Hawai'i" (UH NHPoL Advancement Office). When the Hawai'i Papa o ke Ao office was established in 2017, it asked on- and off-campus communities "what does 'Native Hawaiian place of learning' really mean?"; the overwhelming response was **Aloha 'Āina** (Papa o ke Ao).

Aloha 'Āina, defined by the Kūali'i Council, is the "recognition, commitment, and practice sustaining the ea–or life breath–between people and our natural environments that resulted in nearly 100 generations of sustainable care for Hawai'i. We recognize that it is because of the aloha 'āina practiced by Native Hawaiians over many centuries that we can enjoy the Hawai'i we have today" (Papa o ke Ao).

The University's Native Hawaiian Place of Learning emphasis was supported by WASC in 2015 and identified it as an objective that should continue to be strengthened (2018). In 2015, WASC supported the 2012 task force recommendations supporting UHM striving toward becoming a

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[16]University of Hawai'i at Mānoa. "Mānoa 2025: Our Kuleana to Hawai'i and the World Strategic Plan 2015–2025." Mānoa 2025 Strategic Plan, Dec. 2020, manoa.hawaii.edu/wp/wp-content/uploads/2020/12/manoa-2025-strategic-plan.pdf.

Hawaiian place of learning, and thus aloha ʻāina "was determined to be a necessary guiding kuleana for the university in its newest strategic plan (2020-2025)".

Some of the kuleana the University of Hawaiʻi has as an Indigenous-serving, Aloha ʻĀina institution, based on its own definitions as such, is to meaningfully indigenize the university and integrate Native Hawaiian values and pedagogies across the institution, including General Education.

Native Hawaiian Place of Learning in an Indigenous-serving, Aloha ʻĀina institution means understanding Hawaiʻi as an Indigenous place, with Indigenous roots, that is much deeper and more meaningful than a State of Hawaiʻi-centric, US settler colonial understanding of Hawaiʻi. It seeks to engage critical questions, such as:

- What is important to know about Hawaiian culture, Hawaiian perspectives, and Hawaiian values?
- What is important to do and put into practice in the classroom? For lifelong learning? For civic engagement?

In defining NHPoL for General Education, the focus is to expose students to Hawaiian perspectives, values, and practices for meaningful engagement in critical thinking and intercultural understanding. Such knowledge, situated in the local, is applicable to global, multicultural contexts.

> c. Background on Indigenizing the University with meaningful integration of Native Hawaiian values, pedagogies, and curricular practices (Supporting Material)

The Principle of Hawaiʻi is exemplified by meaningfully and actively integrating Native Hawaiian values.

Indigenizing the University with meaningful integration of Native Hawaiian values, pedagogies, and curricular practices are integral in building place-based (**NHPoL**) capacities across the UH system. The General Education curriculum is intentionally designed to anchor the student's intellectual development to the well-being of their community. Hence, laulima (**teamwork, collaboration**) animates the experience of the student in their Gen Ed classes in a way that meaningfully situates civic, professional, and social relationships to others in their community.

Centering pedagogies and capacities inclusive of Hawaiian knowledge and ways of learning will guide our state's higher education system in a direction that increases our promotion of excellence for all our students, and our ability to fulfill our kuleana (responsibilities) as an educational institution to our communities. NHPoL capacities are broadly conceptualized so that each campus can determine what that means for them, and what is relevant for their students and their learning environment. Campuses can focus on cultural knowledge and resources within their kaiāulu (communities) and ahupuaʻa, the larger moku (district, island), or pae ʻāina (archipelago).

2. THE PRINCIPLE OF LEARNING

A diverse and high-quality liberal education utilizes the expertise of the faculty across all disciplines in conjunction with relevant pedagogies and high-impact educational strategies to prepare our students for the workforce and society.

The Principle of Learning, as it relates to the General Education curriculum at the University of Hawai'i, centers on the provision of a scaffolded, meaningful, and dynamic Liberal Arts education. Learning in the General Education is characterized as foundational courses across disciplines, integrated and multi-disciplinary skill-based studies, clear and enforced learning outcomes associated with agreed upon capacities, a diverse expert faculty, equitable access to education, high-impact practices and pedagogy, and the integration of technology driving an ever-changing educational and work-force driven world. It's key that as discussion of the UH General Education curriculum persists, the principle of learning always remains the forefront of consideration.

Components (Nā Māhele) of the Principle of Learning include:

A) A Liberal Arts Education
B) The Expertise of the Faculty
C) Diversity, Equity, and Inclusion
D) Competencies & Capacities at the Foundations of Scholarship
E) High Impact Practices, Emerging Pedagogies, and Scaffolded Experiences
F) The Role of Technology

a. A Liberal Arts Education

Learning in the General Education curriculum is facilitated by a depth and breadth of the Liberal Arts.

The General Education curriculum helps ensure that all UH students are given the opportunity to receive a liberal arts education that ensures exposure to diverse disciplines and fields of knowledge. The breadth of the curriculum provides creative and challenging experiences that prepare students for lifelong learning, ethical behavior, a sense of community responsibility, and the drive to make a difference. Students who engage in these courses are prepared for a wide array of careers and life experiences, and they will be in a better position to more fully participate in the economy, democracy, and society. Generally speaking, a General Education curriculum emphasizes cross-disciplinary methods of inquiry and learning, analysis of information arising from diverse sources and fields, an appreciation for aesthetics and social life, and the importance of communication across all areas.

b. The Expertise of the Faculty

Learning in the General Education curriculum is guided by faculty who are the experts in their fields.

Without teaching, learning is both arduous and uncertain. The General Education curriculum distinctly values the expertise of the faculty across a wide array of fields. Faculty are singularly responsible for the development and implementation of UH courses and curricula, and for the dynamic innovations that drive the system's relationships and reputation with the public. Faculty use their historical, contextual, institutional, and current knowledge of their fields and instructional and research expertise to decide on course content, pedagogical approaches, and other matters related to the delivery of instruction. Faculty use "best practices" in teaching to provide students with motivation, networks, leadership, advice, mentorship, and models of inquiry and scholarship. Faculty guide learning by designing coursework that is centered on learning outcomes that reflect the capacities and capacities that the University as a whole values. Faculty are primarily responsible for the assessment of student learning and making decisions to adjust curriculum and instruction as we seek both improvement and excellence.

c. Diversity, Equity, and Inclusion

Learning in the General Education curriculum is done so with respect for all people, their opportunities, and our shared outcomes.

The UH system serves a critical responsibility, as a facilitator to higher education, to always persist and protect the rights of all those who want to learn and have access to said higher education. To allow for a world which builds on the diversity of its people, UH shall work to offer an equitable platform for all to contribute to higher education and learning.

The University of Hawaiʻi is one of the most diverse universities in the U.S. It is because of this diversity of backgrounds, thoughts, and views that the UH can offer a positive and encouraging learning experience. This is extended into the classrooms, labs, and all offices of the University of Hawaiʻi by faculty and staff treating all people with respect for who they are and where they come from within or outside of Hawaiʻi. UH understands that to have a meaningful education, students, faculty, and staff must have freedom from unnecessary judgement, bias or favoritism in order for all to be welcome. Due to legacies of racism, bigotry, and exclusion, the University of Hawaiʻi strives to include all people who have historically been marginalized in higher education, and commits to a flexible General Education curriculum that focuses on meeting students where they are and providing necessary support.

d. Capacities at the Foundations of Scholarship

Learning in the General Education curriculum requires students to become users of the foundations of scholarship.

Foundational courses introduce students to key concepts and skills which increase student achievement and satisfaction during subsequent courses. These courses set a measurable standard for the university to ensure all students are equipped with the skills, knowledge, and experiences necessary to succeed in degree programs as well as in lifelong learning. Students

who earn a degree from the University of Hawai'i will have certain capacities that will have prepared them for contributing to society in the 21st century.

e. High Impact Practices and Emerging Pedagogies

Learning in the General Education curriculum requires students to become users of the foundations of scholarship.

General Education integrates and unifies the various disciplines that students are exposed to in a liberal education, and does this best by offering integrated and multi-disciplinary experiences through a capacities-focused approach. Within the General Education curriculum faculty are encouraged to use high impact practices[17], instructional strategies, and educational experiences that are predicated on applied learning, independent and group-oriented capstone projects, culminating performances, study-abroad, independent research, and field and work-based internships. These high impact practices have been shown to be most beneficial to college students from myriad backgrounds. They offer opportunities to synthesize knowledge from various classes via collaboration and hands-on experiences and make the learning experience more meaningful and relevant. We envision the general education proposal to be flexible enough to ensure that students have access to these beneficial experiences.

General Education pedagogies must remain responsive and contextually based, thereby respecting the prior knowledge and life-worlds of students while establishing learning outcomes appropriate and relevant to students within their social and cultural contexts, as well as to their future personal and professional goals. As students progress through their studies, learning outcomes should be reinforced, and should increase in complexity in an explicit and logical way until mastered. Creating a scaffolded system between course levels and subject areas allows for gaps in understanding to be properly addressed and bridged, minimizing student confusion and establishing a predictable flow to their education. Through the General Education curriculum, the university intentionally operates opportunities for students to become acquainted with new knowledge and information, its reinforcement, and their mastery in fields most relevant to Hawai'i, our communities, and our place in the world.

f. The Role of Technology

Learning in the General Education curriculum encourages students to develop a robust appreciation for technology.

As the workforce and overall world continues to evolve, technology overall serves not only as a tool to education as a whole, but also as an area of study. As the classroom is meant to be a reflection of the possible work and research environments which students will eventually enter, it is very important for the technology used in higher education to also reflect what students

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[17] "High Impact Practices." AAC&U, McCuen@AAC&U, www.aacu.org/resources/high-impact-practices. Accessed 29 Apr. 2021.

will encounter in the future. As technology itself continues to evolve, upgrade, and grow, educational technology should follow in that same fluidity and adaptability. A student's education should look at the ever-evolving technological world in the same context they would any other subject area. With that also in mind, various campuses also serve the purpose of providing equitable access to technology useful and necessary for students to use during their time in school. Removing barriers of access allows for all students to have an equal shot at thriving while in school.

3. THE PRINCIPLE OF STUDENTS

Our holistic, student-focused approach supports students' interests by creating experiences that value health and growth within a safe space community as essential aspects of learning, achievement, and success.

The Principle of Students is our holistic, student-focused approach that supports students within and beyond the classroom by creating experiences that value health and growth from a safe space community, essentially enhancing aspects of learning, engagement, achievement, resiliency, and success.

The university's purpose is to "provide a variety of entry points into a comprehensive set of postsecondary educational offerings, allowing flexibility for students to move within the system to meet individual educational and professional goals."[18] Within this, the general education curriculum should support the whole student, including beyond the classroom by helping students to gain skills to be academic-minded and career-ready, and to provide opportunities for transfer, matriculation, and graduation. In addition, we feel as if the General Education curriculum should provide students with an opportunity to contribute to building a thriving community, and to be healthy (emotionally, physically, and mentally) within the identities they hold as students.

Components (Nā Māhele) of the Principle of Students include:

A) The Purpose of Liberal Education for students
B) Transferability
C) Student Success: Supporting the Student's Academic Journey

a. The Purpose of Liberal Education for students

Students are exposed to a Liberal Education that prepares them to be critical thinkers and responsible citizens in an ever changing global society.

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[18] "Mission Statement: OVPCC." *Office of the Vice President of Community Colleges*, University of Hawai'i, 2016, uhcc.hawaii.edu/ovpcc/mission.

In 2005, AAC&U launched *Liberal Education and America's Promise (LEAP)*[19] to encourage institutions to deeply reflect on how their general education programs are *preparing students to be responsible citizens and professionals in a global society.* To help institutions think through their outcomes, LEAP developed four *Essential Learning Outcomes*:
1) Knowledge of Human Cultures and the Physical and Natural World;
2) Intellectual and Practical Skills;
3) Personal and Social Responsibility; and
4) Integrative and Applied Learning.

The current General Education curriculum was introduced in December 1999, and the requirements were adjusted and evolved with the intent to "provide students a cohesive yet flexible undergraduate curriculum that developed knowledge, skills, and ways of thinking to foster lifelong learning." The curriculum further instilled in students an appreciation for human diversity with an emphasis on the heritages of Hawaiʻi, the Pacific and Asia.

In envisioning a refresh of the current General Education through a capacities-focused curriculum, students across the 10 UH system campuses will experience a generative curriculum that builds capacities of academic growth that will prepare students to confidently face the challenges of a precarious natural environment, rapid technological advancements, pervasive global social inequalities, as well as ways to find solutions that creatively contribute to a thriving community. Students will be able to craft their educational journey in meaningful and intentional ways. Moreover, the General Education curriculum will encourage students to explore different disciplines and areas of knowledge. Finally, students will be able to frame their general education experience by developing a rich cultural understanding of identity and a sense of place.

b. Transferability

Students must be able to transfer easily across campuses and we must strive to work together as a system to reduce institutional barriers to transfer and this starts by prioritizing the student experience.

Transfer students are the growing majority of incoming students within the University of Hawaiʻi System: UH Mānoa (51%), UH Hilo (48%), and UH West Oʻahu (79%).[20]

Transfer students come into the UH System from a variety of pathways:
- *Vertical Transfer* (e.g., students may start at a UH Community College then transfer to a UH 4-year institution)

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[19] "The LEAP Challenge: Education for a World of Unscripted Problems." *Association of American Colleges & Universities*, 2014,
https://www.aacu.org/sites/default/files/files/LEAP/LEAPChallengeBrochure.pdf.
[20] Slideshow Presentation on Transfer and Enrollment, presented to Summer Institute Team
https://drive.google.com/file/d/1pUCp6Xgl6aWsEj4bJY6-0iFsN-bnEgOL/view

- *Lateral Transfer* (e.g., students may start at a UH 4-year institution and transfer to another UH 4-year institution; or students may start at a UH 2-year institution and transfer to another UH 2-year institution)
- *Reverse* (e.g., students may start at a UH 4-year institution and transfer to a UH 2-year institution)
- *Dual Enrollment* (e.g., students may take classes on multiple campuses by choice or through Early College or another dual enrollment program (e.g., Kaʻieʻie Program))
- *Non-UH System Transfer* (e.g., students enter the UH System from an outside institution)

Given the importance of transfer students to the UH System, any new General Education model we propose must benefit students transferring within our system and coming from outside our system, and allow for flexibility of transfer among different UH campuses. The goal of pursuing a higher education is to provide opportunities for transformation. Students may attend one of our campuses not knowing their goal and pathway, and can discover and build their pathway as they get here. Others, may exactly know what their goals are and have the opportunity to develop their skills, knowledge, and values.

The beauty of the University of Hawaiʻi System is that there are multiple ways students can gain entry. Students can start at a UH Community College near their home or start at a UH University and transfer smoothly between both branches of the system. In addition, there are UH Educational Centers (e.g., Waiʻanae, Hāna, Molokaʻi, Lānaʻi, Honokaʻa) that provide further access and opportunity for students.

Lastly, and perhaps most importantly, for students to be successful within their educational journey, their General Education courses must be transferable across the UH System. Collaboration across campuses is key. As previously stated, the majority of our incoming students are transferring from either within the UH System or from outside of the system. And students expect that wherever they start within the UH System that they can move through to their next campus or degree program without slowing down their process from the General Education.[21]

c. Student Success: Supporting the Student's Academic Journey

Student Success is built on opportunities for learning and growth and access to Academic Advising and Student Resources

For students to be successful in their General Education journeys, there should be multiple opportunities for learning and growing through discussion-based courses, applied learning experiences, and an emphasis on developing 21st century skills (e.g., critical thinking). In

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[21] See the following resources that specifically suggest that collaboration across campuses is key in successful transfer and articulation.
https://drive.google.com/file/d/11eKXEYikJIpo9Yi_s89upo3Mud6Ha8W5/view?usp=sharing

addition, we believe that given the diverse learners we strive to serve, General Education courses should be offered in multiple modalities: in-person, distance learning, hybrid, varied term length, and within learning communities. Through the design process, we have discussed the value of applied learning and capstone experiences for students to demonstrate their proficient knowledge of their skills and capacities, and encourage these experiences within General Education.

We believe that early and proactive academic advising is the key to helping students develop positive relationships with the campuses and receive guidance on making intentional and meaningful choices about their educational journey. Receiving guidance about General Education provides a foundation for learning and opportunities for students to learn more about their campus and how they may make the most of their educational experience.

Furthermore, access to transfer advising is an important component of the General Education as stated in EP 5.209 to help students make meaningful decisions from one campus to the next and reduce the numbers of credits lost in transfer.

Finally, for students to be successful as they take their General Education classes, they need to have access to academic and student resources such as (but not limited to):
- Technology (e.g., computer lab, laptop loans, printing, digital literacy support)
- Tutoring
- Mental Health Counseling
- Peer Mentoring
- Career Counseling

Access to these vital academic and student resources support students in making the most of their General Education experiences and ensuring they are able to set themselves up for success as they tackle their educational challenges.

4. THE PRINCIPLE OF UNITY

Our General Education framework - designed as a capacities-focused proposal - unifies the ten University of Hawai'i System campuses under a common curriculum while preserving and amplifying each campus's unique identity and strengths in the spirit of facilitating the goals of student engagement, learning, and achievement. The Principle of Unity, as it relates to the General Education curriculum at the University of Hawai'i, is our recognition that the ten campuses should operate as a single system, with seamless articulation and transfer between all campuses within our system for all of our students, while acknowledging and sustaining the distinctiveness of each campus.

The redesigned General Education curriculum will be a shared responsibility among the ten University of Hawai'i campuses. A refreshed General Education program should make the goals and outcomes of the general education curriculum explicit and intuitive for students and faculty

alike. Each of the ten UH system campuses has its own unique mission, and therefore, the associated Institutional Learning Outcomes (ILOs) for each campus are slightly different.[22]

Under the framework of the redesigned General Education curriculum, each of the ten University of Hawai'i campuses will be able to tailor the curriculum to the strengths of its campus and the diverse student population, with the guidelines and framework set forward in the redesigned curriculum.

Components (Nā Māhele) of the Principle of Unity include:
A) A Unified General Education Model
B) Alignment with existing transfer policies
C) Alignment with Interstate Passport
D) Alignment with ILOS, General Education outcomes, and campus specific graduation requirements

a. A Unified General Education Model

What can we do to support our transfer students and help our students meet their goals? While there are many barriers to transfer that include structural, institutional, social, emotional, and economic factors, the new General Education model must focus on addressing and eliminating structural and institutional barriers to transfer. As we design our new General Education model, we must keep the perspectives of transfer students in mind. Many students arrive on our UH Community College campuses with the intention to pursue a bachelor's degree. Halbert and Kaakua[5] found that 75% of UH Community College students wanted to earn their bachelor's degree, but only 16% transferred within 3 years to a baccalaureate granting institution. This alarming statistic is unfortunately on par with national trends; about 80% of community college students nationally plan to earn a bachelor's degree, but only 17% transfer and earn a degree within 6 years.[23]

Adopting a unified General Education model across all of the ten campuses will help to eliminate confusion among students about their degree requirements and how their credits will transfer. A unified system approach will also allow students to be able to take courses from multiple campuses and be confident in their ability to transfer.

b. Alignment with existing transfer policies.

Current policies exist that allow the transfer of General Education courses, provided the student has fulfilled the full block of courses (e.g., all Foundations and all Diversifications transfer, but not necessarily individual designations) or complete their Associate in Arts (AA)

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[22] https://docs.google.com/spreadsheets/d/1griWZK-cYATq4rMiNU04YwtdI6vhhFRgqaWmydrRVM8/

[23] "What We Know About Transfer." *Community College Research Center*, Columbia University, Jan. 2015, https://drive.google.com/file/d/1N6bQ1jPgveSRWGceiH8qeGIumh_uW19c/view.

degree at a University of Hawai'i System campus[24] as well as the Transfer of General Education Core Requirements.[25] A unified General Education model will eliminate the need for these policies to be heavily regulated by students, advisors, and faculty, and it should be intuitive for students to navigate. Further, campuses should have the ability to customize the General Education experience, though that customization should not come at the expense of transfer or the student experience.

Additionally, having a common course alpha numbering system at the Foundations level across the UH System will remove a large barrier for students. There are many cases of inconsistent course numbering, and while attempts have been made in the past to ameliorate these discrepancies, more can be done. The UH Community College system has a policy to address common course numbering[26] but there is no UH Systemwide policy or guidance. In order for a new model of General Education to be successful and intuitive for students to navigate, the UH System must follow through on its efforts to maintain common course alpha and numbering, titles, descriptions, capacities, and learning outcomes.

c. Alignment with Interstate Passport and External Transfers

Participation in the Interstate Passport should be continued in order to support non-UH System transfer students coming in and to make it easier for our students who meet the Interstate Passport requirements to transfer out of the UH System. All ten UH System campuses are members of the Interstate Passport Network. The Interstate Passport consists of 63 Passport Learning Outcomes in nine areas: oral communication, written communication, quantitative literacy, natural sciences, human cultures, creative expression, human society and the individual, critical thinking, and teamwork and value systems. Members of the Network agree to map the Passport Learning Outcomes to their lower-division general education courses in order to create a Passport Block that will be transferred and accepted--as a block--by all other member institutions. This block transfer of lower-division general education courses ensures that students do not "lose" any general education credits in the transfer process, thereby supporting students' timely earning of a degree.[27]

For students who transfer from institutions not participating in the Interstate Passport, they occasionally run into issues if they then transfer again within the UH system. System-wide

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[24] "UH Executive Policy 5.209." *UH Systemwide Policies and Procedures Information System (PPIS) - Executive Policies*, Aug. 2020, http://www1.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=5&policyNumber=209.

[25] "Transfer of GE Core in UH System." *University of Hawai'i System*, University of Hawai'i, May 2010, https://drive.google.com/file/d/1KoRLraUZWQ6oxigdlF6dQfHXJJVA8mrc/view.

[26] "5.301 - Common Course Numbering | OVPCC." *Office of the Vice President of Community Colleges*, University of Hawai'i, 2018, http://uhcc.hawaii.edu/ovpcc/policies/UHCCP_5.301.

[27] It may be possible for the General Education Curriculum to align a minimum GPA requirement of a C or better; however, we recommend that this decision takes place in the implementation phase.

acceptance of transfer requirements would also support a timely completion of the students' academic journeys.

d. Alignment with Campus specific ILOs, General Education outcomes and graduation requirements.

It is important to note that ILOs[28] and General Education outcomes are not necessarily the same across the system. Some campuses use their Gen Ed outcomes as their ILOs while others do not. Everything considered, despite well-intentioned institutional learning outcomes, a clear disjuncture exists between our current General Education curriculum and the learning outcomes of our respective institutions. From a student perspective, perhaps nothing highlights the values of an institution more clearly than the list of graduation requirements. The link between these graduation requirements and the institutional learning outcomes is not immediately evident. Distribution models of general education, like the ones currently used throughout the UH system, require that students check off courses from a laundry list of unrelated courses in various Foundations, Diversification and Focus areas in order to complete their Gen Ed requirements.

A further complicating factor is that the ten UH system campuses have nuanced versions of the distribution model. On the surface, it may appear that the UH System has a unified General Education curriculum, but a deeper dive finds this is not the case. Courses that a student took to satisfy the requirements on one campus do not always articulate when they transfer to another UH system campus. As a result, students are required to take more classes and take even longer to graduate.

That each campus has its own unique set of category requirements, as well as variations in the number of courses required for each category, has been a perennial problem. UH Mānoa, for example, requires a total of five Writing Intensive courses for graduation with the BA degree, while UH Hilo requires just three. In addition, UH Hilo has a Structural Requirements and an Integrative Requirements category that extend beyond the traditional Foundations and Diversifications categories. Among the community colleges, Leeward CC and Honolulu CC require at least one course with an Ethics focus, while others do not. In addition, some UH Community Colleges require oral communication at the 100- or 200- level, though the requirement is nested within the Gen Ed curriculum differently by campus. Honolulu CC classifies oral communication as a 3-credit Speech requirement for graduation, and Leeward CC and Kapiʻolani CC classify oral communication as a Focus-area requirement. UH Mānoa requires oral communication and contemporary ethical issues Focus courses to be taken at the 300+ level, and therefore any 100- or 200- level courses taken at the community colleges do not satisfy the requirements at UH Mānoa. These examples are only the tip of the proverbial iceberg of transfer and articulation discrepancies that exist among the Gen Ed requirements of the ten UH System campuses.

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[28] https://docs.google.com/spreadsheets/d/1griWZK-cYATq4rMiNU04YwtdI6vhhFRgqaWmydrRVM8/

5. THE PRINCIPLE OF EXCELLENCE

Excellence is demonstrated through assessment and evaluation of General Education within a context of accreditation and the alignment to national standards for the purpose of improvement.

The Principle of Excellence, as it relates to the General Education curriculum in the University of Hawai'i system, is about honoring our commitments, evaluating our outcomes, valuing partnerships, and participating in processes toward improvement. Our commitment to principles is guided by standards and guidelines used by local and national partners and leaders, the engagement in accreditation and assessment cycles, the assessment of student learning, the use of meaningful metrics that guide our thinking about quality, and planning for the future. These elements together encourage us to iteratively improve our work.

Accountability is a lynchpin in the movement toward excellence in General Education at the University of Hawai'i. It is not enough to set forth these guiding principles, we must ensure that we are acting in accordance with them. Excellence as we have defined it is communicated by acting Hawai'i-centric, being learning-driven, and staying student-focused within a unified 10 campus system. Beyond our internal value structures, campuses in our system are accredited members of the WASC Senior College and University Commission (WSCUC) and the Accrediting Commission of Community and Junior Colleges (ACCJC) accrediting panels. The faculty and administration are concerned with the assessment and improvement of curriculum and instruction, and as we do so, we often refer to expert opinion and "best practices" put forth by the American Association of Colleges and Universities (AAC&U). Finally, we are responsible to the public as state institutions of higher education. We must stand up our graduates as citizens, artists, servants, advocates, activists, professionals, entrepreneurs, scientists, scholars, and leaders. To communicate our commitment, we must explore our outcomes based on student experiences, and futures, as well as consult within state-wide efforts to ensure the entire P-20 education system is leading to the desired results of learning, citizenship, and workforce development.

As actors working on improvement, we have a responsibility to assess our desired and agreed upon outcomes. To do so, Faculty and Administration participate in regular cycles of assessment, accreditation, and strategic planning. This requires the campuses and the university to take a regular, and systematic, look at how they enact their purpose, curriculum, personnel, services, infrastructure, resources, and governance. Within these structures, processes, and mechanisms are essential data metrics and qualitative measures that shed light on our performance. While some have yet to be determined as they relate to our Guiding Principles and the General Education, many have been used as a part of annual reviews, the assessment of learning outcomes, student success metrics, and campus performance indicators. These, to the best of our ability, should be linked to aspects of the General Education curriculum, its purpose, delivery, and outcomes, so that we may use the information to address issues of quality.

Our outcomes, the measures of quality, and our evaluation processes need to come together in an effort to situate this information as an opportunity. Together, this information is useful in working towards improvement of our system. This is an opportunity to share our best practices "internally" with other professionals and campuses in the system to scale efforts for maximum effectiveness but also in an effort to guide short-term and long-range planning efforts related to General Education.

Components (Nā Māhele) of the Principle of Excellence include:

A) Accreditation Bodies
B) Standards of Practice in Liberal Education
C) Assessment of Student Learning Outcomes
D) Data & Success Metrics within General Education
E) Innovations, Short-term, & Long Range Planning
F) UH Graduates in Society and the Workforce

a. Accreditation Bodies

Excellence is pursued via alignment of General Education capacities and outcomes to regional higher education accrediting body standards.

A capacities-focused proposal aligns well with accreditation standards. The four-year institutions in the UH System, as well as Maui College, are accredited by the WASC Senior College and University Commission (WSCUC). The Commission requires that core General Education competencies--written communication, oral communication, quantitative reasoning, information literacy, and critical thinking--be included in all undergraduate programs. The Commission also requires that undergraduate programs "foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others" as well as "ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons." General Education is expected to be included at both lower division and upper division levels.[29]

Community colleges in the UH System are accredited by the Accrediting Commission for Colleges and Junior Colleges (ACCJC). ACCJC requires that accredited colleges include in all degree programs "a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry."[30] Specific General Education student learning outcomes/competency requirements include "a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive

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[29] "Handbook of Accreditation 2013 Revised." *WSCUC Handbook of Accreditation*, WASC Senior College & University Commission, 23 Sept. 2021, https://www.wscuc.org/handbook/.

[30] "Eligibility Requirements - ACCJC." *Accrediting Commission for Community and Junior Colleges*, WASC, 2014, https://accjc.org/wp-content/uploads/Eligibility-Requirements-Adopted-June-2014.pdf.

approaches in the arts and humanities, the sciences, mathematics, and social sciences."[31] In addition, all programs must include student learning outcomes in "communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, [and] the ability to engage diverse perspectives."[32] (Note: ACCJC will undertake a standards review/revision beginning in fall 2021, with expected adoption/implementation in fall 2023.)

b. Standards of Practice in Liberal Education

Excellence is pursued by engaging with higher education standards and best practices.

Institutions of Higher Education use a multiple of professional and academic organizations to guide their practices in General Education. The most commonly referenced organization in Higher Education is the American Association for College and Universities.[33] AAC&U focuses on being a driver for a liberal education. The organization uses its resources to "advance the economic and civic value of a liberal education", improve diversity, equity, and inclusion in higher education, connect liberal education to the community and global society at large, and advocate for the role of science and technology in a contemporary world.

Generally speaking, AAC&U has a set of guiding principles that it shares as a foundation of a liberal education. These principles are outlined in the General Education Maps & Markers (GEMs).[34] In particular, the GEMs principles encourage colleges and universities to create clearly defined and scaffolded learning outcomes, empower students with clear pathways that encourage autonomous decision making, develop curricula that are meaningful and relevant within the context of local and global problems, ensure that General Education is accessible and equitable for all students, and utilize transparent processes for assessment to ensure a quality education.

AAC&U cares about colleges' and universities' abilities to ensure these values through assessment. For several areas of General Education, AAC&U has developed VALUE rubrics that help guide colleges and universities to think through how they frame the objectives and criteria for foundational subject areas in an effort to normalize how they are assessed. There is a general consensus that rubrics should be adapted within assessment processes in General Education. Moreover, AAC&U's VALUE rubrics are widely used across the UH System.

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[31] "Accreditation Standards - ACCJC - Accrediting Commission ..." *Accrediting Commission for Community and Junior Colleges*, WASC, 2014, https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf.

[32] "Accreditation Standards - ACCJC - Accrediting Commission ..." *Accrediting Commission for Community and Junior Colleges*, WASC, 2014, https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf.

[33] *Association of American Colleges & Universities*, AAC&U, https://www.aacu.org/.

[34] https://drive.google.com/file/d/15CPzSX_H_qPOXOQP5lqv7JNysoDixoOw/view?usp=sharing

c. Assessment of Student Learning Outcomes

Excellence is investigated through the assessment of student learning outcomes.

Assessment is viewed as a "holistic process to engage faculty, staff, and administrators in collaborative efforts to investigate student learning achievement and to use assessment to effect course, program and/or institutional improvement and, ultimately, student learning improvement."[35] Assessment for the purpose of improvement is undertaken across the System, and coordinated at the campus level on a schedule that meets the specific needs of each campus. While each campus does not have an institutional assessment coordinator, each campus is represented on the UH System Assessment Coordinators' Group, an advisory council to the University's Academic Programs and Policy Office.[36] This group also serves as a forum for the discussion of student learning improvement in general, and as a source of guidance in maintaining excellence across the system, and is supported by the Vice President for Academic Strategy and the Office of Academic Programs and Policy.[37]

d. Data & Success Metrics within General Education

Excellence is documented through various data and success metrics across the UH System.

To determine whether or not the above goals have been achieved, the University of Hawaiʻi System defines excellence using a number of performance indicators. These metrics are situated within efforts for UH Strategic Directions for the Hawaiʻi Graduation Initiative (HGI).[38] The general metrics used include: the total number of degrees and certificates earned, the number of STEM degrees awarded, our 4-year graduation rates, success and graduation rates within 6 year or 150% CC (IPEDS),[39] graduation and transfer rates (Student Achievement Measures), the enrollment to degree gap for Native Hawaiian students, and the enrollment to degree gap for Pell recipient students.

Finally, as we embark on this new curriculum, we should consider tracking all sorts of new metrics. These should be simple and clear, but relevant to our curriculum design. To explore efficiencies built into the new curriculum, we could include items such as credits upon award

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[35] "Assessment Coordinators." *University of Hawaii System*, University of Hawaii, Sept. 2021, https://www.hawaii.edu/offices/vp-academic-strategy/academic-programs-and-policy/advisory-councils/assessment-coordinators/.

[36] "Academic Programs and Policy Office." *University of Hawaii System*, University of Hawaii, Sept. 2021, https://www.hawaii.edu/offices/vp-academic-strategy/academic-programs-and-policy/.

[37] "Hawaiʻi Graduation Initiative (HGI)." *University of Hawaii System*, University of Hawaii, June 2021, https://www.hawaii.edu/offices/vp-academic-strategy/hgi/.

[38] "Graduation And Success Rates." *UH Strategic Directions, 2015-2021*, University of Hawaiʻi, https://www.hawaii.edu/vpaa/sdm/sdem-success2020-2.html.

[39] Flaherty, Colleen. "What Employers Want - AAC&U." *Inside Higher Ed*, 6 Apr. 2021, https://www.insidehighered.com/news/2021/04/06/aacu-survey-finds-employers-want-candidates-liberal-arts-skills-cite-preparedness.

completion compared with historical data. For assessing our multi-disciplinary approach, we could record the number of team taught/cross listed courses, and/or the total number of KHUA courses. In an effort to explore the value of scaffolding, we could examine success rates of courses at the various levels of improvement, reinforcement and mastery or we could assess performance in majors at various levels of General Education.

Beyond our schools, we could identify quantitative and qualitative measures of 21st learning and skills aligned to workforce development needs as identified in the recent 2021 AAC&U study of employers, such as teamwork, critical thinking, information & digital literacy, and applied learning, along within many of the competencies that are an explicit part of the General Education curriculum.[40] Along these lines we should measure our contributions to the workforce in terms of the volume of UH graduates working in various industry sectors across Hawaiʻi, in an effort to explore supply and demand matches and mismatches. We would like to know the satisfaction of students and employers in terms of preparation, and ensure that our skill sets that graduates attain are those most needed by our local industry. We should consider piloting in specific high needs workforce areas or in relation to specific "in-demand" competencies to begin to examine the quality of the curriculum.

e. Innovations, Short-term, & Long Range Planning

Excellence is organized through planning and spurred by innovations.

As a system, we have several opportunities to innovate in an effort to create cohesion, synergies, and efficiencies across campuses. These include the creation of a centralized articulation/transfer office to help facilitate articulation and transfers across the UH System and the creation of a centralized policy, planning, and assessment office to assist other campuses with the implementation of policy and the assessment of learning outcomes at a student, program, and institutional level. This would require a robust and dynamic Institutional Research team driven to facilitate correct and timely data to help individuals, campuses, and the system monitor our success. We should explore students' opportunities to take courses, seamlessly from any campus across the system. With that said, it makes sense to create opportunities for faculty to collaborate and team teach between departments and programs as well as across campuses.

Excellence is exemplified by meeting our goals. The proposed Gen Ed guiding principles and curriculum model aligns with goals in strategic plans across the system. UH Mānoa's 2015-2025 Strategic Plan,[41] outlines goals of becoming a "Native Hawaiian Place of Learning'', enhancing Student Success, and demonstrating excellence in Institutional Research. Similarly, University of

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[40] "High Impact Practices." AAC&U, McCuen@AAC&U, www.aacu.org/resources/high-impact-practices. Accessed 29 Apr. 2021.
[41] "UH Hilo Strategic Planning Home." *University of Hawaii Hilo*, University of Hawaii, https://hilo.hawaii.edu/strategicplan/.

Hawaiʻi at Hilo, through its UHH Strategic Plan,[42] intends to "Strengthen Our Commitment to Haumāna: Equity and Student Success" and "Strengthen Our Commitment to ʻĀina and Community-based Education." The UHWO Strategic Plan (2018-2028)[43] clearly outlines a commitment to "Increasing Student Success & Engagement and "Advancing Dynamic and Integrated Learning Experiences." And finally, as was tied to metrics to assess the quality of the general education curriculum, UHCCs Strategic Plan (2015-2021)[44] sets goals as increased Graduation rates, and specifically for Native Hawaiians, increased overall UHCC baccalaureate transfers. We have some work to do regarding the elimination of access and success gaps for targeted populations, as well as continued efforts to reduce time-to-degree, and continue the modernization of teaching and learning environments.

f. UH Graduates in Society and the Workforce

Excellence is achieved by the quality of our graduates' contributions to society and the workforce.

Hawaiʻi P-20 is "a statewide partnership led by the Executive Office on Early Learning, the Hawaiʻi State Department of Education, and the University of Hawaiʻi System that works to strengthen the education pipeline from early childhood through postsecondary education and training with data-informed decision making, advocacy, policy coordination and shared action. Our work is focused on high expectations and equitable access, so all students can thrive in school, career and life." Locally, the P-20 initiative has been making efforts to clearly articulate, align, and evaluate pathways for matriculation from preschool through higher education.[45] This includes both Career and Technical Education pathways as well as pathways directly connected to the general education curriculum at UH. We want to be able to present clear vertical alignment between the High Schools and Community Colleges and to the Universities and beyond. This has become even more important as the University system has made great strides in offering Early College and Dual Credit initiatives across the state.

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[42] "UH Hilo Strategic Planning Home." *University of Hawaii Hilo*, University of Hawaii, https://hilo.hawaii.edu/strategicplan/.

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D. Appendix D - Native Hawaiian Pedagogy Ideas

1. Beyond Pedagogies: What are some possible General Education practices that can reflect the Hawaiʻi Principle?

The principle of Hawaiʻi engages with the other **Guiding Principles** (Learning, Students, Unity, and Excellence), as well as on the model concept of scaffolded learning (Introduction, Reinforcement, Mastery). A few suggested "first" or "small" steps for Students and Learning at the Introductory level are listed below, as a potential pathway towards Unity, Reinforcement, and Mastery, exemplifying Excellence at an Indigenous-serving, Aloha ʻĀina university. This is not an exhaustive list, and there are other institutional resources, such as Hawaiʻi Papa o ke Ao, and resources on all our campuses that can and should be consulted.

1. Commit to using Hawaiian diacritical marks, starting with familiar campus and place names: Hawaiʻi, Mānoa, Kauaʻi, Kapiʻolani, Molokaʻi, Lānaʻi.
2. Incorporate links to the online Hawaiian dictionaries on course syllabi to assist student access: www.wehewehe.org.
3. Commit to learning proper pronunciation of Hawaiian place names and words (for example, it's O-ahu, not O-wahoo; it's Ka-me-ha-me-ha, not Ka-mea-mea).
4. Incorporate a "land acknowledgement" onto course syllabi and into department practices (esp. When hosting guest speakers, colloquium, events, etc.).
5. Incorporate cultural values, such as laulima (collaboration, teamwork, peer accountability), kuleana (responsibilities, which include personal, student, family, professional, etc.) [Where professors can also acknowledge the humanity of the student and not just "do this assignment and turn it in on time or fail" mentality.]
   Other possibilities: aloha (compassion, empathy), mālama (caring), kūlia i ka nuʻu (work your hardest to do your best; motto of Queen Emma), pono (do the right thing--ethics).
6. Examples, problems, case studies, etc. from Hawaiʻi, that engage Hawaiian culture in ways that can potentially give back to our local Hawaiian communities in meaningful ways. [The fishpond example from Keaukaha, the Pālolo community project, the building homes for DHHL recipients and then landscaping with native Hawaiian plants are all excellent examples.]
7. Incorporate Native Hawaiian authors into course readings, and readings by others that support Indigenous-focused perspectives/approaches/methodologies.
8. Incorporate Indigenous theories and methodologies relevant to the discipline or topic. [Linda Tuhiwai Smith' *Decolonizing Methodologies* is excellent for this.]
9. When using Hawaiian practices and protocols in classes or departments, such as offering lei to guest speakers, follow proper protocols or don't do them at all. For example: remove lei from plastic packaging, lay them out ahead of time, and dispose of or put packaging away (out of site). Remind guests (especially guests not from Hawaiʻi/unfamiliar with protocol) not to throw away the lei; if they do not wish to wear the lei, it is okay to remove it and place it on the podium or table; if they do not want to take the lei with them, it is okay to leave it on the desk/podium, or gift it to someone else (the host, the department secretary, etc.).

10. Hawaiian ʻōlelo noʻeau (proverbs, saying) are applicable to many people and situations. "ʻAʻole pau ka ʻike i ka hālau hoʻokahi," or "Not all knowledge is contained in one school," is a good one to keep in mind. There are many perspectives on any given topic within Hawaiian culture; Hawaiians were not and are not monolithic or stagnant. Thus, each class, instructor, department, discipline, program, school, college, and campus can (and should) develop different perspectives, and we can (and should) engage in vigorous critical thinking, inquiry, research, and debate.

2. Models, pedagogies, and curricular practices as possible frameworks for NHPoL in General Education.

The following are examples of curricular practices that may be utilized as possible frameworks in building courses, developing thematic pathways, or cultivating interdisciplinary collaborations across campuses based on NHPoL.

a. ALOHA Concept

1. **ALOHA**: Is an acronym describing foundational points guiding the refreshed General Education framework. Meanings of "aloha" are much deeper than just "hello," "goodbye," and "love." Connotations of aloha go far beyond common understanding or usage. For some, aloha is comprised of alo (presence) and hā (breath), connoting connection and relationship beyond a quick salutation. General Education is meant to provide this breadth of knowledge to our students in a way that allows the space for growth, learning, and health.

   ALOHA represents:

   Attention to students and competencies
   Lowering the boundaries and reducing or eliminating barriers for *all* students
   Opening opportunities for *all* Students
   Honing the skills they already possess, have learned, and are learning
   Applying education at the local, regional, national, and global levels.

The ALOHA concept compliments the **Pedagogy of Aloha** developed by Dr. Kū Kahakalau.

b. Pedagogy of Aloha

Pedagogy of Aloha: A method of teaching that integrates "Hawaiian language, culture, knowledge and history to make the curriculum relevant and personal to students." The Pedagogy of Aloha lists Hawaiian cultural values and related practices:

Values	Practice
Teacher as Researcher	Experiment and apply methods, flexible to change
Teacher as Beloved	Preserving relationships through familial terms
Teacher as Guide and Co-learner	Teacher facilitates knowledge
Culture as Teacher	Culture defines curriculum model
Place/Environment as Teacher	50% of learning done outdoors, place-based learning
Life as Teacher	Applied education
Teacher as Role Model	Individual and Collective Responsibility, sustainability
Teacher as Validator	Hōʻike - feedback, validation

c. Kaʻao[46]

A framework for transforming the University of Hawaiʻi to a model Indigenous-serving institution (developed by Hawaiʻi Papa o ke Aʻo office). There are four elements of the Kaʻao framework:

      a. Hua: The Why?
      b. Haʻalele: The Preparation & Separation
      c. Huakaʻi: The Journey
      d. Hoʻi: The Give Back

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[46] https://vimeo.com/showcase/7697840

d. 21st Century ʻAuwai

An ʻāina- or place-based model rooted in Hawaiian cultural and ancestral frameworks and "grounded in native Hawaiian pedagogy that is reflected in the interaction between three essential program components, set in a contemporary farming concept" (developed by MAʻO Organic Farm). The three essential components are:

e. ʻĀina (land): Provides abundant physical and natural resources that feed physically, spiritually, emotionally, and intellectually;
f. ʻIke Kūpuna (ancestral Hawaiian knowledge): Generational learning is catalyzed and pono (just, harmonious) living is sustainable, and mana (spiritual power) is accrued;
g. Kānaka (people): Transmit ancestral and cultural memory and embody lived experience to connect the past, present and future piko (centers) that facilitate our resilience and continuity as a community.

Relationship with the ʻāina is cultivated through "long-term mutual commitment, creating a shared mutual benefit between the organization and the intern [student]." It reflects "ʻIke ʻĀina," which is learning from place-based experiences as much as it is learning about place (hoʻomanawanui 2008).[47]

Each of the above are generative curricular models of learning grounded in cultural values supporting NHPoL pedagogies and practices that also seek to give back in meaningful and sustained ways to the ʻāina, Hawaiian, and Hawaiʻi communities.

e. The Kalo Model[48]

The Kalo model presents a central symbol of Native Hawaiian culture, kalo, the elder sibling of Kanaka ʻŌiwi, and its growth cycle through harvest and feeding the community who have cared for it as a metaphor for introduction, reinforcement, and mastery of knowledge and skills.

LEVEL I: ʻĀina Momona (Fertile soil)
Introduction, Engagement - As students begin college, the focus is on introducing foundational knowledge and skills, and to begin practicing the skills necessary to ensure success for the rest of their academic journey.

- How to write, read, analyze, and discuss in a college setting.
- Navigating data and digital formats to maximize their understanding and accuracy.

LEVEL II: Hoʻokupu Kalo (Sprouting taro)

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[47] hoʻomanawanui, kuʻualoha, "This Land is Your Land, This Land was Our Land: Representations of ʻĀina in Contemporary Literature of Hawaiʻi." *Asian Settler Colonialism: From Local Governance to the Habits of Everyday Life in Hawaiʻi.* Eds. Candace Fujikane and Jonathan Okamura. U of Hawaiʻi P, 2008.
[48] The Kalo model was introduced by Rene Hutchins during the Design Institute.

Reinforcement, Engagement **-** Now adjusted to being a college student, students can now dive into creating a better understanding of the world in and outside of academics.

- Looking at the world in the scope of a student and future contributor to society
- Intercultural understanding and how varieties of societies have shaped our global landscape.
- Exploration of subjects applicable to students' interests, personal goals, and program prerequisites/ preparation.

LEVEL III: Huli (Regeneration)

Reinforcement, Engagement - Students are now able to conceptualize themselves as contributors to the world and their school, students can decide more carefully how they want their academics to serve them: Immediate workforce development, or academic expansion.

- Academic: Students whose journey is focused on an extensive academic experience (Bachelor degree, graduate school, career path, lifeskills, etc.)
  - Focused courses that contribute to success in their major or program.
- Immediate Professional: Students who will immediately emerge in the professional world (CTE, ASC, etc.)
  - Focused courses that contribute to success in their field of work

LEVEL IV: Lau and Pua (Leafing, Blossoming)

Reinforcement, Engagement, Mastery - In their own defined paths, students can begin to showcase their understanding in examinable evidence.

- Academic Capstones:
  - Program/ Degree/ Major defined demonstration of academic and industry knowledge
- Immediate Professional:
  - Assisted transfer into the workforce via institution (opportunities for students to smoothly transition into being full-time employees)

LEVEL V: 'Ohi (Harvest)

Mastery - As a fully developed academic and professional, students can now contribute to the 'Aha'aina (feast, banquet) and leave the institution, or continue on into graduate work and studies with a full plate of knowledge and skills catered to them and their life. Just as important is that they are capable of contributing to filling the plates of others through their academic mastery.

- Contributes to a sense of place, community, and belonging to the school and Hawai'i.

f. The Kūkulu model

The **Kūkulu** model is centered around the process of constructing a hale (building) on a firm kāhua (foundation), that provides shelter and facilities for community use, in which knowledge and skills are also gained through the process:

I. **Paepae** (Introductory): The paepae is the foundation of a building, and represents the introduction of concepts, key terms in a class/discipline. A firm foundation is necessary to construct a solid structure. It sits on the ʻāina, and should be placed with thought and care for optimal results; Hawaiian Place of Learning is represented by the ʻāina.

II. **Hālau** (Reinforcement): The building is both a physical structure, but also a school of knowledge and learning, such as in hula, where practice of skills is reinforcement towards mastery.

III. **Kauhale** (Mastery): The collection of buildings in a physical space that represent mastery through the interdisciplinary engagement with different disciplines and learning in each.