

COURSE-Based Focus Designation Proposal Form

Spring 2020

The Department Chair or the Course Coordinator should complete this form to request a Focus designation for all sections of a course. Individual instructors who want to request a Focus designation for their section(s) should use the "Instructor-based Focus Designation Proposal Form" (found at manoa.hawaii.edu/gened).

Instructions. Submit this form along with the requested information, chart (if requesting E, O, and/or W), and syllabi to the General Education Office (e-mail: gened@hawaii.edu). Please keep the original form for your records. A Faculty Board will review the materials and contact you if clarification or additional information is needed.

Deadline: FRIDAY, SEPTEMBER 13, 2019¹

IMPORTANT: Proposals received after this date will NOT be eligible for a Spring 2020 course-based designation. They will be reviewed for a Summer/Fall 2020 effective term.

Subject: _____ Course #: _____ Title: _____ # of credits: _____

Cross-listed subject: _____ Cross-listed course #: _____

If the course is officially cross-listed, please provide the following: _____

Does the course have an honors counterpart (i.e., an "A" section)? Yes No

What is/are the mode(s) of instruction? _____

Successful proposals may be shared with faculty and departments who request a sample Focus proposal.

Initial here if you do NOT want your proposal to be shared: _____

<p>REQUIRED (check all that apply)</p> <table border="0"> <tr> <td style="text-align: left;"><u>FOCUS AREA(S):</u></td> <td style="text-align: center;"><u>NEW</u></td> <td style="text-align: center;"><u>EXISTING*</u></td> </tr> <tr> <td>Contemporary Ethical Issues</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Hawaiian, Asian, & Pacific Issues</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Oral Communication</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Writing Intensive²</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p>* Focus approval is not yet up for renewal.</p>	<u>FOCUS AREA(S):</u>	<u>NEW</u>	<u>EXISTING*</u>	Contemporary Ethical Issues	<input type="checkbox"/>	<input type="checkbox"/>	Hawaiian, Asian, & Pacific Issues	<input type="checkbox"/>	<input type="checkbox"/>	Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>	Writing Intensive ²	<input type="checkbox"/>	<input type="checkbox"/>	<p style="text-align: center;"><u>IMPORTANT</u></p> <p style="text-align: center;">Multiple designations require:</p> <ol style="list-style-type: none"> Integrated syllabi that show how all checked Focus areas will be addressed; Information for all Focus areas checked off, <i>including existing approvals</i>, so it is clear to the reviewing Board(s) how all requested Focus areas will be integrated and fulfilled.
<u>FOCUS AREA(S):</u>	<u>NEW</u>	<u>EXISTING*</u>														
Contemporary Ethical Issues	<input type="checkbox"/>	<input type="checkbox"/>														
Hawaiian, Asian, & Pacific Issues	<input type="checkbox"/>	<input type="checkbox"/>														
Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>														
Writing Intensive ²	<input type="checkbox"/>	<input type="checkbox"/>														

As Faculty Course Coordinator and Department Chair, we understand that we are responsible for a) ensuring that all course instructors are aware of the course's Focus designation(s) and b) collecting and reviewing all course syllabi to make sure that all sections are taught in accordance with the Focus Hallmarks each semester.

Department Chair's printed name: _____ Signature: _____ Date: _____

Course Coordinator's printed name: _____ Signature: _____ Date: _____

Course Coordinator's email: _____ Campus address: _____ Phone #/Fax #: _____

Important Points to Note:

- All sections of the course must meet the Hallmarks of the Focus designation requested, either because a) course content dictates it or b) department policy dictates it.
- The course must have been offered with the requested Focus designation by two or more instructors.
- The course must have a department-designated coordinator (a faculty member) who will ensure that all course instructors are aware of the course's Focus designation and teach the course in accordance with the Focus Hallmarks.

Footnotes

¹ As of AY 2016-17, there will be only one deadline for course-based proposals each semester. One deadline early in the semester will give the Focus Board(s) and the General Education Committee time to review, negotiate, and make their decisions before the start of registration. Proposals will not be accepted after September 13 except for extraordinary circumstances.

² Topics courses (e.g., PSY 429 Experimental Psych: Advanced Topics) are not eligible for a course-based W Focus.

Course-Based Focus Designation Criteria

Requests for course-based Focus designations must show how the course meets the Focus Hallmarks and the following three criteria:

1. FOCUS HISTORY. The course has been offered with the requested Focus designation(s) by two or more instructors.
2. INHERENCY OF FOCUS.¹ All course syllabi demonstrate that the course meets the Hallmarks of the Focus designation(s) requested, either because the Focus is inherently a part of the course content, or because the department has dictated that all sections of the course will meet the Focus Hallmarks.
3. FOCUS COURSE COORDINATOR. The course has a department-designated faculty coordinator who will ensure that all course instructors are aware of the course's Focus designation(s) and teach the course in accordance with the Focus Hallmarks.

1. List the names of at least two instructors who have taught the course with the requested Focus.
2. Explain how the course inherently¹ meets each Hallmark of the Focus designation(s) you are requesting. (See next page for Hallmarks.)
IMPORTANT: If requesting an **E**, **O**, or **W** Focus, please provide this information by completing the appropriate chart(s) on pages 4-6. Add additional charts/pages as needed. Please note that there is no chart for HAP.
3. Explain how the course inherently meets all of the Learning Objectives of the Focus designation(s) you are requesting. (See next page for Learning Objectives.) Add additional pages as needed.
4. Include the course's catalog description here. The description must reflect the Focus area. (Visit www.hawaii.edu/gened/coursedescriptions.htm for examples of approved course descriptions.)
IMPORTANT: If the existing course description needs to be modified so that it will reflect the inherency of the requested Focus area(s), include a draft of the proposed course description as well.²
5. Attach a master syllabus used by all instructors of the course or at least two sample syllabi from different instructors. Mark the sections of the syllabi to show how each Focus Hallmark is being met (e.g., highlight and indicate "E1" for sections that address Contemporary Ethical Issues Hallmark #1).

Footnotes

¹ Notes on the "Inherency of Focus" criterion

- a. The course may meet the Hallmarks either because a) course content dictates it or b) department policy dictates it.
- b. Courses that involve content relating to a Focus area but can be taught without meeting all of the Focus Hallmarks do not meet the inherency criterion. For example, a course may involve writing but provide little guided writing instruction. That course is not inherently W.
- c. Courses for which one instructor has developed a syllabus that meets the Focus Hallmarks, but which other instructors can teach without meeting all of the Focus Hallmarks, do not meet the inherency criterion.

² A UHM-2 form is required to change the official course description. If the course-based Focus request is approved and the course description needs modification, the General Education Office will send the department a UHM-2 form for the chairperson's signature and processing.

<p><u>E Learning Objectives</u> Students will be able to: ELO1. Identify ethical issues within a given discipline or context; ELO2. Use tools/processes/frameworks to deliberate on ethical issues; ELO3. Express an ethical judgment that informs thinking and actions; ELO4. Critique and evaluate their own thinking, behavior and ethical identity using ethical tools and reasoning practices.</p>	<p><u>E Hallmarks</u> E1. Contemporary ethical issues will be presented and studied in a manner that is fully integrated into the main course content. E2. The disciplinary approach(es) used in the class will give students tools for the development of responsible deliberation and ethical judgment. E3. Students will achieve basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments. E4. The equivalent of one semester credit-hour or 30% of a three-credit course will be devoted to contemporary ethical issues. E5. A minimum of 8 hours of class time will be spent in discussing contemporary ethical issues. E6. The class will be numbered at the 300- or 400-level.</p>
<p><u>HAP Learning Objectives</u> Students will be able to: HLO1. Explain the intersection of Native Hawaiian issues with Asian and/or Pacific Islands issues; HLO2. Analyze issues using the conceptual and ethical frameworks and practices of the cultural perspectives, values, and world views of the Indigenous peoples of Hawai'i, and the Pacific and/or Asia; HLO3. Integrate the histories, cultures, beliefs, arts, social, political, economic, or technological processes in their analysis of Hawai'i, and the Pacific and/or Asia; and HLO4. Demonstrate respect and empathy as defined by the Indigenous peoples of Hawai'i and the Pacific and/or Asia in interpersonal and intergroup relationships.</p>	<p><u>HAP Hallmarks</u> To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks: H1. The content should reflect the intersection of Asian and/or Pacific Islands cultures with Native Hawaiian culture. H2. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia. H3. A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment. H4. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.</p>
<p><u>O Learning Objectives</u> Students will be able to: OLO1. Present information orally in an organized manner appropriate for intended a) audience and b) purpose; OLO2. Demonstrate effective verbal and non-verbal delivery techniques; OLO3. Select and use appropriate content for oral (presentation) activity/ context; OLO4. Generate/use/develop visual aids and handouts appropriate to the rhetorical situation that promote clarity, interest, and comprehension.</p>	<p><u>O Hallmarks</u> O1. Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class. In addition, at least 40% of the final grade for a 3-credit course (60% for a 2-credit course; 100% for a 1-credit course) will be a function of the student's oral communication activities. For courses with 4 or more credits, a minimum of 30% of the final grade must be a function of the student's oral communication activities. O2. Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity. O3. Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor. O4. If instructor feedback primarily involves individual or paired students, enrollment will be limited to 20. If instructor feedback primarily involves groups of students, enrollment will be limited to 30. O5. The class will be numbered at the 300 or 400 level.</p>
<p><u>W Learning Objectives</u> Students will be able to: WLO1. Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres; WLO2. Develop and organize appropriate and relevant content; WLO3. Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and discourse requirements of the field; and WLO4. Control style and mechanics to communicate effectively.</p>	<p><u>W Hallmarks</u> W1. The class uses writing to promote the learning of course materials. W2. The class provides interaction [e.g., conferences, written feedback] between the instructor and students while students do assigned writing. W3. Written assignments contribute significantly to each student's course grade. W4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages. W5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.</p>

Request for a COURSE-Based Contemporary Ethical Issues (E or ETH) Focus Designation

NOTE: All information provided on this chart should also appear on the syllabi, which should be marked to expedite Board review.

To request a Course-Based E Focus designation, please complete the chart below. The information will allow the E Focus Board to determine whether your class meets the E Focus Hallmarks. You will be contacted if clarification is needed. Please provide detailed descriptions, or indicate on which page(s) of each syllabus information about each of the hallmarks can be found.

	Sample Syllabus #1	Sample Syllabus #2
<p><u>Hallmark #1</u>: Contemporary ethical issues will be presented and studied in a manner that is fully integrated into the main course content. a) Syllabi must include the "E statement" verbatim.* b) Provide a list of the specific contemporary ethical issues that will be studied.</p>		
<p><u>Hallmark #2</u>: The disciplinary approach(es) used in the class will give students tools for the development of responsible deliberation and ethical judgment. Describe the ethical decision-making framework(s) that students will learn in order to analyze and deliberate upon contemporary ethical issues.</p>		
<p><u>Hallmark #3</u>: Students will achieve basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments. How is the course designed to allow your students to achieve basic competencies in analyzing and deliberating contemporary ethical issues?</p>		
<p><u>Hallmark #4</u>: The equivalent of one semester credit-hour or 30% of a three-credit course will be devoted to contemporary ethical issues. Describe the assignments and ethical discussion formats you will utilize to engage students in the identification, analysis, and deliberation of the ethical issues.</p>		
<p><u>Hallmark #5</u>: A minimum of 8 hours of class time will be spent in discussing contemporary ethical issues. Explain the pedagogical approaches you will use to facilitate discussion among students to meet this E hallmark.</p>		
<p><u>Hallmark #6</u>: The class will be numbered at the 300- or 400-level.</p>		
<p>Indicate on which page(s) of the syllabus the information can be found, and <u>mark the sections accordingly.</u></p>		

* Course syllabi must include the following "E statement" verbatim: "This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments."

Request for a COURSE-Based Oral Communication (O) Focus Designation

NOTE: All information provided on this chart should also appear on the syllabi, which should be marked to expedite Board review.

To request a Course-Based O Focus designation, please complete the chart below. The information will allow the O Focus Board to determine whether your class meets the O Focus Hallmarks. You will be contacted if clarification is needed. Please provide detailed descriptions, or indicate on which page(s) of each syllabus information about each of the hallmarks can be found.

	Sample Syllabus #1	Sample Syllabus #2
<p><u>Hallmark #1a</u>: Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class (e.g., presentation, discussion, oral critique of other's performance). List types of oral communication assignments or activities during class that involves the O Focus.</p>		
<p><u>Hallmark #1b</u>: At least 40% of the final grade for a 3-credit course (60% for a 2-credit course; 100% for a 1-credit course; 30% for a 4-credit or more course*) will be a function of the student's oral communication activities. Indicate what percentage of the student's grade will be a factor of the O assignments/activities.</p>		
<p><u>Hallmark #2</u>: Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity. Methods that each instructor will do PRIOR to having their students engage in the oral communication assignments/activities (e.g., lecturing on effective public speaking skills, showing a videotape to instruct students).</p>		
<p><u>Hallmark #3</u>: Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor. Indicate how students will receive feedback regarding their performance on each oral communication assignment.</p>		
<p><u>Hallmark #4</u>: Is feedback provided primarily to individual students or to groups? **</p>		
<p><u>Hallmark #5</u>: The class will be numbered at the 300- or 400-level.</p>		
<p>Indicate on which page(s) of the syllabus the information can be found, and <u>mark the sections accordingly.</u></p>		

* Courses worth 4 or more credits must have a minimum of 30%, along with the following declaration: "Students must adequately complete all oral communication assignments to pass the course with a D grade or better. Students who do not complete all oral communication assignments will not earn O Focus credit."

** If individuals receive feedback, enrollment will be limited to 20 students; if groups receive feedback, enrollment will be limited to 30 students.

Request for a COURSE-Based Writing-Intensive (W) Focus Designation

NOTE: All information provided on this chart should also appear on the syllabi, which should be marked to expedite Board review
(e.g., highlight and indicate “W1” for sections that meet Hallmark 1).

To request a course-based W Focus designation, please complete the chart below for each of the sample syllabi you are submitting. The information will allow the W Focus Board to determine whether the course meets the W Focus Hallmarks. The Board will contact you if clarification or additional information is needed.

	Sample Syllabus #1	Sample Syllabus #2
<p>Hallmark #1: The class uses writing to promote the learning of course materials.</p> <p>List type(s) of assignment(s) that involves the W Focus (e.g., prospectus, literature review, research paper, critical analysis). Each version of the course will involve at least one of the types of assignments listed here.</p>		
<p>Hallmark #2: The class provides interaction between the instructor and students [e.g., conferences, written feedback] while students do assigned writing.</p> <p>Method(s) instructors will use as they work with the students to help them successfully complete the writing assignment(s) (e.g., give written/oral feedback, do in-class writing workshops, provide the opportunity to revise). Each course instructor will employ at least one of the methods listed here.</p>		
<p>Hallmark #3: Written assignments contribute significantly to each student’s course grade.</p> <p>Percent of student’s grade attributed to writing (must be 40% or more)*</p>		
<p>Hallmark #4: The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.</p> <p>Total number of pages of writing required of <u>each</u> student for the course (can be a range) <i>NOTE: Do not include in-class exams or count multiple drafts more than once.</i></p>		
<p>Indicate on which page(s) of the syllabus the information can be found, and <u>mark the sections accordingly.</u></p>		

Hallmark #5: To allow for meaningful professor-student interaction on each student’s writing, the class is restricted to 20 students.
W classes can have no more than 20 students, or a 20:1 student-to-teacher ratio.

* If written work does not make up at least 40% of a student’s course grade, your syllabus must include the following statement: “Students must adequately complete all writing assignments to pass the course with a D grade or better. Students who do not complete all writing assignments will get a D- or an F and will not earn W Focus credit.”