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GENERAL EDUCATION COMMITTEE (GEC)

Chapter 3 is primarily for members of the General Education Committee. It outlines the responsibilities, duties, and composition requirements of the Committee.

This chapter is based on the *Faculty Governance of UHM General Education* document, GEC policies, and the *Memorandum of Understanding (MOU)*.

Responsibilities, Personnel, Duties, Role of Liaisons

Responsibilities

The GEC develops policies¹ and procedures for implementing and monitoring the Gen Ed Program and is tasked with assessing program effectiveness. The GEC coordinates its efforts with the General Education Office (GEO), the Office of the Vice Provost for Academic Excellence (OVPAE), the Council of Academic Advisors (CAA), the Assessment and Curriculum Support Center (ACSC), and the Faculty Senate Executive Committee (SEC).

The GEC was also originally responsible for oversight of the Diversification requirement,² the Hawaiian/Second Language (HSL) requirement,³ and the Focus Exemption (formerly Wild Card),⁴ but delegated those responsibilities to other committees to allow it to focus on larger Gen Ed issues. The GEC may form subcommittees to handle these issues and explore other areas of interest.

¹ GEC policies are in Chapter 10.

² Faculty Senate approved GEC's request to create a Diversification Board to oversee the Diversification requirement, 10/16/19.

³ In 2004, the GEC delegated its oversight of HSL to the College of Languages, Linguistics, and Literature. Currently, the requirement is handled by the individual Schools/Colleges.

⁴ Faculty Senate approved GEC's request to rename the "Wild Card" to "Focus Exemption" and restrict exemption to a Focus requirement, 3/21/07. GEC has since delegated responsibility for Focus Exemption review to the Focus Boards.

Annual Report: The GEC chair prepares an annual report each spring that summarizes committee work for the year. The report is submitted at the final Spring meeting of the Faculty Senate. The latest report is included in Chapter 11.

GEO Advisory Group: The GEC chair and vice chair meet with the GEO Director, GEO staff members, and Gen Ed Board chairs and vice chairs as needed each semester. Members have an opportunity to share information and discuss issues relevant to several committees, but do not create policy.

Personnel

The GEC has nine voting members, eight of whom are recommended by the Committee on Faculty Service (CFS) and appointed by the SEC [approved by the Faculty Senate, 3/21/07]. The ninth member is a student who is appointed by the Associated Students of the University of Hawai'i (ASUH). Members serve the following terms that begin on July 1 and end on June 30 each year:

- Chair—a Faculty Senator (2-year term; serves as Vice Chair in 1st year)⁵
- Vice Chair—a Faculty Senator (2-year term; becomes Chair in 2nd year)⁵
- 5 faculty members, who also serve as liaisons to Gen Ed boards (3-year terms)⁶
- 1 Faculty Specialist advisor (3-year term)⁶
- 1 student, appointed by ASUH (1-year term)

Non-voting members attend the GEC meetings to provide logistical and administrative support and advice:

- Associate Vice Provost of Academic Excellence (or designee)
- Director of Admissions (or designee)⁷
- GEO Director
- SEC liaison
- GEO staff members

Duties of GEC members

The main task of the GEC is to oversee the development, review, and assessment of the general education curriculum. General duties are carried out in coordination with the GEO and other offices as appropriate and include:

- 1) evaluating/approving/removing Gen Ed designations (Foundations, Diversification, Focus) of courses and classes, when a course seeks to carry three or four designations, or where a

⁵ Although the GEC is a Permanent Committee of the Manoa Faculty Senate with its own governing document, in recent years, it has been required to follow the rules for Standing Committees of the Manoa Faculty Senate. This includes electing a Chair and a Vice Chair at the start of every academic year, and having its first meeting run by its SEC liaison.

⁶ With the creation of a Diversification Board in Fall 2019, a sixth faculty liaison from the GEC was needed. All faculty serving on the committee including the Chair, Vice Chair, and advising representative, were deemed eligible, although the Chair and Vice Chair generally only serve as liaisons as a last resort.

⁷ With the 2021 reorganization, the Director of Admissions is now under the Vice Provost of Enrollment Management. The VPEM agreed to send a representative from the unit (the Registrar in 2023-24).

department disagrees with a Board's decision (note that review of proposals is delegated to the Boards);

- 2) periodically evaluating standing procedures for the review and approval of proposed Gen Ed courses to assure equity and efficiency, and modifying current policies and procedures or developing new ones as needed;
- 3) encouraging the creation of new course proposals through workshops and other means as appropriate;
- 4) ensuring that adequate numbers of courses are offered to meet student needs;
- 5) periodically assessing the Gen Ed Program's educational effectiveness through its learning objectives, and recommending curricular changes as needed;
- 6) reviewing student Focus Exemption applications and issuing approvals and denials⁸; and
- 7) coordinating the actions and policies of the GEC with the various UHM colleges and their college curriculum committees.

Duties and roles of liaisons

The Foundations, Diversification, and Focus Boards are each assigned a GEC committee member who acts as a liaison between the respective board and the GEC. The GEC Chair assigns liaisons based on member and board preferences and scheduling availability. ^[10/31/12]
The liaisons

- 1) maintain an open line of communication between the GEC and their assigned board through regular updates;
- 2) regularly attend scheduled board meetings;
- 3) do not take on board duties such as reviewing or voting on proposals, although they may actively participate in discussions of issues other than proposal review, where appropriate.

The role of the liaison as the communication link between the GEC and the boards is of particular importance when there are significantly differing opinions on proposals. The liaison is expected to "fill in" where meeting minutes and correspondence fail to fully convey the sense of the GEC's or a board's deliberation. ^[10/31/12]

The sections that follow involve the Gen Ed requirements for which GEC has primary responsibility.

⁸ In Fall 2015, the GEC authorized the Focus Boards to act on its behalf to approve course-based Focus Exemption requests. In Fall 2017, the GEC extended the decision-making authority of the boards to all Focus Exemption requests, both course-based and non-course-based.

Hawaiian/Second Language

Hawaiian/Second Language (HSL) is a Gen Ed Special Graduation requirement. In practice, the GEC has played a minimal role in overseeing the requirement and the curriculum, especially since

each College Faculty Senate has the authority to modify the HSL requirement for its students, upon approval of the Provost or the Provost's designee.⁹ Originally, a College's Faculty Senate was to consult with the GEC regarding modifications of the HSL requirement that it was requesting from the Chancellor, but the GEC decided to forego its consultative role in 2002.

The OVPAE website describes the modifications that have been made to the HSL requirement by each School/College. As a result of the Schools'/Colleges' and previous Chancellor's actions, approximately half of UHM's graduating students do not have to satisfy the HSL Gen Ed Special Graduation requirement of 202-level language competency.

The HSL faculty committee, formed by the Arts and Sciences College of Languages, Linguistics, and Literature,⁹ used to oversee the HSL requirement, including assessment, back-credit awards, and language-course transfer to UHM. While back credits and language-course transfer are still handled by the language departments (currently in the College of Arts, Languages and Letters and the Hawaiiinuiakea School of Hawaiian Knowledge), determination of fulfillment of the requirement is generally handled by the individual Schools/Colleges because of the various modifications.

Additional information about the HSL requirement can be found in the Gen Ed section (M5.400) of the [OVPAE Policies webpage](#).

Focus Exemption

(formerly Wild Card Option)

(See *UH Mānoa General Education Requirements* and [Focus Exemption information and application materials](#))

When creating the Gen Ed program, faculty recognized that some students may engage in an extraordinary or especially valued educational experience before or during their academic career. The Focus Exemption rewards students for such experiences. It can be used to exempt a student from up to three appropriate Focus course requirements. ^[9/17/14] However, it does not reduce the total number of credits needed to graduate. ^[Approved by the Faculty Senate, 3/21/07]

The GEC is responsible for reviewing Focus Exemption applications, which are submitted by individual students. In Fall 2015, the GEC delegated responsibility for review of course-based Focus Exemption requests to the Focus Boards, whom they felt had more expertise in that area. In cases where the vote was split, or where a department disagrees with a Board's assessment, the GEC continues to serve as the final arbiter. ^[12/2/15] In Fall 2017, the GEC extended final decision-making authority for all Focus Exemption requests, both course-based and non-course, to the respective Focus Board(s). All applications must be evaluated by a quorum of the full voting membership of the Board(s). ^[11/30/17]

Applications are judged on how well they demonstrate that the Focus Hallmarks have been met through the extraordinary experience. Students who are applying for a Focus exemption based on a non-course experience should use the *Hallmarks for Non-Course Experiences*. Students with an extraordinary experience tied to a course (e.g., a Study Abroad course, business workshop, training course, military course) should use the *Hallmarks for Course-Based Experiences*. Activities such as a service-learning project completed as a course requirement fit under the course-based category.

Hallmarks for Non-Course Experiences

Contemporary Ethical Issues: Hallmarks for Non-Course Experiences

- E1. The experience involved a contemporary ethical issue.
Examples of contemporary ethical issues include (but are not limited to): medical research; bioethics; ethical business practices; the withholding of information from employees by employers; the sale of personal information; product safety; stem cell research; immigration laws and policies; political campaign contributions; child labor; use of non-lethal weapons; access to technology; plagiarism, copyright, and open source issues.
- E2. The student learned a way of responsibly analyzing and dealing with ethical issues. Ideally, the student learned a framework for deliberating on ethical issues.
- E3. The experience provided practice in how to identify ethical issues.
- E4. The duration of the experience was at least 32 hours.

Hawaiian, Asian, & Pacific Issues: Hallmarks for Non-Course Experiences

- H1. Through the experience, the student learned about one of the following:
 - a. an intersection of Hawaiian culture with Asian culture
 - b. an intersection of Hawaiian culture with Pacific Island culture
 - c. an intersection of Hawaiian culture with Asian and Pacific Island culturesAn *intersection* occurs when aspects of the cultures combine or influence each other.
- H2. The student learned about the cultures from the perspectives and voices of Native Hawaiians and the indigenous people(s) of Asia and/or Pacific Islands. To demonstrate that the student learned from the native perspectives, the student should include in their statement (a) the names of the Native Hawaiians and (b) the names of the indigenous Asians or Pacific Islanders studied or involved in the experience. Please note that a non-indigenous person's interpretation of native perspectives is insufficient.
- H3. The experience dealt with at least one topic that is crucial to an understanding of the histories, cultures, beliefs, arts, or the societal, political, economic, or technological processes of the regions involved in the intersection; for example, the relationships of societal structures to the natural environment.
- H4. The experience resulted in greater cross-cultural understanding.
- H5. The duration of the experience was at least 32 hours.

Oral Communication: Hallmarks for Non-Course Experiences

- O1. At least three oral presentations were given. Oral presentations include (but are not limited to) speeches, panel discussions, debates, interviews, facilitation and participation in community gatherings, participation in service learning and outreach activities (tutoring, teaching, coaching), press conferences, creative or aesthetic performances (storytelling, performance of literature, dramatic performance, readings).
- O2. Instruction and guidance on how to give an oral presentation was provided by a mentor, supervisor, director, employer, or similar person.
- O3. Individual feedback and critique of performance was given by a mentor, supervisor, director, employer, and/or audience members.

Writing Intensive: Hallmarks for Non-Course Experiences

- W1. Writing contributed to learning in the experience. For example, the writing enhanced the understanding of the experience or encouraged self-reflection during the experience.
- W2. Individual feedback was given during the writing process. For example, before completing a piece of writing, a mentor, employer, or supervisor commented on the writing and then the student revised the writing.
- W3. At least 16 pages (4,000 words) of finished writing were completed.
- W4. Writing was a significant part of the experience. For example, the writing was published for an audience or the writing was "high-stakes" in that poor writing resulted in an unsuccessful experience in the eyes of a mentor, employer, or supervisor.

Hallmarks for Course-Based Experiences

Contemporary Ethical Issues: Hallmarks for Course-Based Experiences

- E1. Contemporary ethical issues were presented and studied in a manner that was fully integrated into the main course content.
- E2. The disciplinary approach(es) used in the class gave students tools for the development of responsible deliberation and ethical judgment.
- E3. Students achieved basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments.
- E4. The contemporary ethical issues experience was equal to one semester credit-hour or 30% of a three-credit course.
- E5. A minimum of 8 hours of class time was spent in discussing contemporary ethical issues.
- E6. The course/workshop/training level was the equivalent of a 300- or 400-level college course.

Hawaiian, Asian, and Pacific Issues: Hallmarks for Course-Based Experiences

To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a course-based experience must satisfy the following Hallmarks:

- H1. Content reflected the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
- H2. Used any disciplinary or multi-disciplinary approach provided that a component of the course used assignments or practica that encouraged learning that came from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific and/or Asia.
Note: Identify in the syllabus or explain in the statement where exposure to or engagement with the native voices that represent the cultural perspectives, values, and worldviews rooted in the experience of peoples indigenous to Hawai'i occurred. Include the names of the native voices. The native voices can be readings, videos, guest speakers or field trips. Both the native Hawaiian voice and the native voice from the Indigenous people of the area of intersection must be included.
- H3. Included 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. Involved an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

Oral Communication: Hallmarks for Course-Based Experiences

- O1. Each student conducted or participated 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 or evaluation for a 3-credit course was a function of the student's oral communication activities (30% for a 4-credit course; 60% for a 2-credit course; 100% for a 1-credit course).
- O2. Each student received explicit training, in the context of the class, in oral communication concerns relevant to the assignments or activities.
- O3. Each student received specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.
- O4. If instructor feedback primarily involved individual or paired students, enrollment was limited to 20 students. If instructor feedback primarily involved groups of students, enrollment was limited to 30.
- O5. The course/workshop/training level was the equivalent of a 300- or 400-level college course.

Writing Intensive: Hallmarks for Course-Based Experiences

- W1. The class used writing to promote the learning of course materials.
- W2. The class provided interaction between the instructor and students while students did assigned writing.
- W3. Written assignments contributed significantly to each student's course grade or evaluation.
- W4. The class required 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 was restricted to 20 students.

FOCUS EXEMPTION Information and Application

Undergraduate students may apply for exemption from up to three Focus requirements if they have had one or more *extraordinary college-level educational experiences* that fall outside of normal university coursework and also meet appropriate Focus Hallmarks. A separate application form should be submitted for each experience, although one experience/application can be submitted to request exemption from multiple Focus requirements. (Please note that one experience cannot earn multiple W Focus exemptions.) A single application form may also be submitted by/for multiple students who have the same experience (e.g., Study Abroad course) on which the exemption request is based. If approved, exemption from a particular Focus requirement does not reduce the total number of credits needed to graduate.

Deadlines. Students should submit the Focus Exemption Application Form, statement, and Sponsor Verification and Assessment Form at least one semester prior to the anticipated semester of graduation. Students are encouraged to submit earlier if possible. (Please note that submission does not guarantee approval.) Due dates:

August graduation—March 1 (or earlier)
December graduation—April 1 (or earlier)
May graduation—November 1 (or earlier)

Applications are regularly reviewed during the Fall and Spring semesters, and applicants should be notified of a decision approximately 4-6 weeks after submission. Applications that are submitted during the summer months will be reviewed in September, when faculty are back on duty. All decisions are final and cannot be appealed.

Application process

1. Read through all of the Focus Exemption materials to be sure that the experience qualifies and meets the Hallmarks of the Focus requirement from which you are requesting exemption.
2. Determine whether the experience is "course-based" or "non-course." (See FAQ #2, below.)
3. Submit the application form with a statement of no more than 750 words addressing how the experience was extraordinary and met each of the Hallmarks for the requested Focus area and type of experience.
4. Have the sponsor complete the Sponsor Verification and Assessment Form to be included as part of your application.
5. Include a course syllabus if you are submitting a "course-based" Focus Exemption request.

Frequently asked questions

1. What makes an experience "extraordinary"?

An extraordinary experience stands out as uncommon when compared to educational experiences of the general UH student population. It is something that falls outside of normal university coursework yet is instructive, with a concentration on knowledge and skills acquisition in the Focus area for which the exemption is sought.

Here are some examples of "extraordinary" experiences that may serve as the basis for an exemption:

- Service as a student representative on a college campus's academic grievance board (non-course experience; Contemporary Ethical Issues)
- Receipt of training and mentoring on giving public presentations and/or conducting interviews as part of professional work experience in the U.S.A. or abroad (non-course experience; Oral Communication)
- Participation in a project or projects of the Polynesian Voyaging Society (non-course experience; Hawaiian, Asian, & Pacific Issues)
- Production of marketing brochures or informational flyers for a community center (non-course experience; Writing Intensive)
- Successful completion of one or more college courses taught in a foreign country (most commonly taken through the Study Abroad Program). These courses must be taught by non-UHM faculty in order to be eligible. Courses taught by UHM faculty should go through the regular Focus designation process prior to the start of the Study Abroad Program in which they are being offered. Please consult with the General Education Office for clarification regarding these types of experiences, as restrictions apply (course-based experience; Focus area depends on course focus)
- Completion of company training sessions on ethical business practices (course-based experience; Contemporary Ethical Issues)

2. What is the difference between a "course-based" and a "non-course" experience?

- A "course-based experience" is an educational experience that involved professional training or one or more classes taken outside of the U.S.A., and for which a Focus designation was not possible. A course taken at another U.S. institution is not considered extraordinary, as over half of UHM students graduate with transfer credits.
- A "non-course experience" is an educational experience that did not involve a course, training session, or other formal instruction.

3. Which Hallmarks do I use?

- If the experience involved a course, workshop, training session, or similar educational experience, use the *Focus Exemption: Hallmarks for Courses*.
- For non-course experiences, use the *Focus Exemption: Hallmarks for Non-course Experiences*.

4. How do I demonstrate that my experience was both *extraordinary* and *educational*?

In your statement of no more than 750 words, give evidence for how your experience is not possible to obtain at UHM. Explain what you learned as a result of the experience. The knowledge you gained must be directly related to the Hallmarks of the Focus area(s) for which you are seeking an exemption.

5. How do I provide evidence that the experience met the Focus Hallmarks?

Consult the *Focus Exemption: Hallmarks for Courses or Hallmarks for Non-course Experiences* on the UHM General Education website: www.hawaii.edu/gened. In your statement, include detailed examples from your experience that illustrate how each Hallmark was met. Be sure to address each of the Hallmarks.

6. Are there samples that I can follow?

Because each experience is unique, sample applications are not provided. Students should keep in mind that each statement is evaluated on its own merits, not only in terms of the factors mentioned above, but also on the degree or intensity of the experience. Students must present compelling arguments to receive an exemption from the Focus area(s) requested.

7. Who can be a sponsor?

The Focus Exemption requires a sponsor who can verify that the student has completed the extraordinary educational experience.

- For course-based experiences, the sponsor should be the course instructor or trainer.
- For non-course experiences, the sponsor can be the director, employer, mentor, or equivalent person who supervised the experience.

8. What happens after I submit my form, statement, and sponsor verification form?

Faculty members on the appropriate Focus Board(s) will review the documents. You should receive a response to your application approximately four to six weeks after submission during the Fall and Spring semesters, or in September/October if the application is submitted after the April 1 deadline. (Please see above for due dates.)

9. What if I've missed the deadline?

Applications that are submitted after the published deadline may be accepted, but it is likely that the request will not be reviewed until the following semester, after registration for that semester has closed. This poses a problem for students if their requests are not approved, as they will not be able to add the additional Focus course(s) they need in order to graduate that semester.

If you decide to submit a Focus Exemption request, make sure it includes the following:

- Application Form
- Sponsor Verification and Assessment Form
- Typed statement explaining how the experience was extraordinary and met each Focus Hallmark
- Course syllabus (required for course-based requests only)

FOCUS EXEMPTION APPLICATION FORM

Name of student: _____

Focus Exemption(s) sought: Writing Intensive Contemporary Ethical Issues
 Oral Communication Hawaiian, Asian, & Pacific Issues

Type of experience: Course Non-course

Date of experience. Start: _____ End: _____

1. Attach a typed statement of no more than 750 words that contains the following:
 - Description of the experience.
 - Explanation of how the experience was both educational and extraordinary.
 - A compelling argument showing how the experience met each of the Hallmarks for the Focus area. (See Hallmarks at manoa.hawaii.edu/gened/reg/focus)
2. For a course-based experience, please attach the course syllabus or equivalent.
3. Give your sponsor the Sponsor Verification and Assessment Form and a copy of your statement, and ask the sponsor to complete the form.
4. Attach the Sponsor Verification and Assessment Form if the sponsor does not submit the form directly to the General Education Office.

Student's UH ID number: _____

Student's e-mail address: _____

Student's mailing address: _____

Student's signature: _____

Date: _____

Deadlines: August graduation—March 1 (or earlier); December graduation—April 1 (or earlier); May graduation—November 1 (or earlier)

Submit this form, statement, Sponsor Verification and Assessment Form, and syllabus (if course-based) to the General Education Office at gened@hawaii.edu.

General Education Office
2545 McCarthy Mall, Bilger 104
Honolulu, HI 96822
(808) 956-6660, gened@hawaii.edu

**FOCUS EXEMPTION
SPONSOR VERIFICATION AND ASSESSMENT FORM**

The UHM Focus Exemption process requires a sponsor who can verify that the applying student has completed the extraordinary educational experience. Information about the Focus Exemption is available at manoa.hawaii.edu/gened/students/exemptions/

Name of student:

Name of sponsor:

Sponsor's place of employment:

Sponsor's title:

Sponsor's e-mail address

Sponsor's signature: Date:

How many hours did the applicant put into the project, or how many academic credits did the student earn through the project or course?

What type of training / evaluation / assessment / feedback did the student receive? From whom?

Please read the student's statement and then explain below why you think student deserves an exemption from the UHM General Education Focus requirement(s) specified.

Email this form to the General Education Office at gened@hawaii.edu

General Education Office • Bilger 104 • (808) 956-6660 • gened@hawaii.edu • manoa.hawaii.edu/gened

Subcommittees & Working Groups

GEC subcommittees and working groups are formed by the Chair as needed. Recent subcommittees/working groups have included:

- **Governance**

Convened in Spring 2017 to review Gen Ed and Mānoa Faculty Senate documents in an effort to reconcile discrepancies and other ambiguities related to the governance of UHM General Education. The subcommittee's recommendations were submitted to the Gen Ed Review Steering Committee, which oversaw the Gen Ed self-study and program review in 2017-18. A Governance Working Group was convened in Spring 2019 and worked on updating the Gen Ed governance document and the Memorandum of Understanding (MOU) to improve consistency and accuracy. A new MOU was approved and signed by all parties in Spring 2021, while proposed revisions to the governance document have been presented for consideration by the Mānoa Faculty Senate (but not reviewed or approved) in AY20, AY21, AY22, and AY23.

- **Curriculum**

First convened in Spring 2019, the Curriculum Working Group (CWG) was formed to respond to the recommendations presented in the External Review Team's final report, received in May 2018. This working group focused discussions on drafting a mission/vision/values (MVV) statement for the Gen Ed Program and developing Thematic Pathways in Gen Ed (TPGE), both of which were approved in AY20. In Fall 2020, the group put together a report on HSL before shifting its attention to researching and providing curricular recommendations in Spring 2021 for the 2021 Gen Ed Summer Institute.

The GEC has also used this working group to draft reports responding to the 2021 (in fall 2021) and 2022 (in fall 2022) Gen Ed redesign proposals, and to provide recommendations on behalf of the GEC and six Gen Ed Boards. In fall 2023, the working group will focus on drafting a Gen Ed proposal for UHM, to be brought to the full GEC and six Gen Ed Boards.

- **Assessment**

The original subcommittee created a plan in 2004 to assess the Diversification requirements. The plan was not approved by the GEC. In Spring 2019, the GEC established an Assessment Working Group (AWG), which developed a seven-year Gen Ed Assessment Plan that was approved by the GEC at the end of Spring 2019. Implementation of the plan began in AY20 with Foundations-Global and Multicultural Perspectives and continued by reviewing Diversification and Hawaiian, Asian, & Pacific Issues in AY21 and Oral Communication in AY22. Revisions to the Assessment Plan timeline were recommended and approved by the GEC in AY23.

Past subcommittees have handled:

- **Hawaiian/Second Language**

Anticipating that the inclusion of H/SL requirements for all undergraduates as part of a new Gen Ed curriculum would be controversial, the GEC formed a working group in AY 2020-21 to study the history, learning goals, past assessment, and second language requirements at our peer and benchmark institutions. The working group produced a [comprehensive report](#) that was provided to the 2021 Gen Ed Summer Institute, as well as the faculty senate.

- **Diversification**

Reviewed UHM forms requesting addition/modification of a course's Diversification designation, as well as articulation requests for non-System transfer courses. In AY20, the Mānoa Faculty Senate approved a motion to create a Diversification Board to handle this review as well as to oversee Diversification assessment and five-year review.

- **Focus Exemption** (formerly Wild Card)

Oversaw the change from Wild Card to Focus Exemption. The subcommittee revised the application form to include the changes recommended by the GEC and approved by the Faculty Senate (3/21/07): name change to *Focus Exemption*; exemption limited to one appropriate Focus course requirement. In Fall 2014, on a three-year trial basis which was extended for another three years and ultimately permanently approved, the GEC raised the limit of Focus exemptions from one to three. Students may use one experience to apply for exemption from multiple Focus requirements; however, only one W exemption can be earned per experience. [11/9/14]

- **Faculty Mentoring**

From 2001 to 2005, the GEC discussed various strategies and issues related to a faculty mentoring initiative, which was approved in 1999 as part of the Gen Ed Program. In Fall 2005, the GEC sent a memo to the SEC recommending the removal of "Faculty Mentoring" from the Gen Ed document. In Fall 2007, the Faculty Senate approved changes to the Gen Ed document, which included removing all references to faculty mentoring.

- **Gen Ed Improvement and Simplifications**

The GEC periodically considers ways to improve, update, or simplify the *UHM General Education Requirements* (see document in chapter 1). In Fall 2007, the GEC placed a motion before the Faculty Senate to modify language of the official General Education Requirements document in order to make it consistent with GEC-condoned practices. The motion was approved by the Senate on 9/19/2007.

Modifications included:

- Updating the Hawaiian/Second Language Requirement section (section B.2)
- Changing student representation on boards (section C)
- Removing Faculty Mentoring from the purview of the GEC (section A.2)
- Clarifying that College Requirements and Major Requirements are not under the purview of the GEC.

The Diversification subcommittee considered a possible merger of three of the Diversification areas (Arts, Humanities, and Literature) but ultimately recommended making no changes (Spring 2008). The subcommittee also considered disallowing Diversification designations at the 400 level, but could not reach agreement, either as a subcommittee or as the full GEC (Spring 2010). A decision was deferred to the next rotation of GEC members, which decided to maintain the status quo.

- **Gen Ed Goals for Every Major**

The subcommittee discussed how to implement the section of the Gen Ed Program that specified major requirements: information-accessing and information-processing; problem-solving; oral communication; experience with the field's modes of inquiry and analysis. [Background: Mānoa's Gen Ed redefines the relationship between Gen Ed and the student's major. Traditional general education programs offer 100- and 200-level courses that are taken before students declare a major. The Gen Ed program at Mānoa, in accordance with previous WASC guidelines, offers courses at all levels and requires some upper-division coursework.]

In Spring 2005, the OVCAA (now the OVPAE) asked departments to submit assessment reports. As part of their reports, departments were asked to explain how their students were learning information-accessing and information-processing skills.

In Spring 2007, the GEC agreed that the requirements of UHM's majors are not under the purview of the GEC. This language was added to the Gen Ed governance document after the proposed change was approved by the Faculty Senate in Fall 2007.