

Focus Proposal Form

Summer 2021

Indicate which type of proposal you are submitting (please check one; see page 2 for details):

- INSTRUCTOR-Based** - Instructor completes this proposal to add or renew a Focus designation(s) for only their section(s) of a course that they teach in accordance with the Focus Hallmarks and SLOs
- COURSE-Based** - Department Chair or Course Coordinator completes this proposal to add or renew a Focus designation(s) for ALL sections of a course that inherently meets the Hallmarks, regardless of who the instructors are
- STAFF-Based** - Department Chair completes this proposal to add a Focus designation(s) to a currently unstaffed section(s) of a course that is traditionally offered with that Focus (NOTE: Designation is for one semester only.)

SUBMISSION DEADLINE: FRIDAY, JANUARY 15, 2021*

Subject: _____ **Course #:** _____ **Sect #(s):** _____ **Title:** _____ **# of credits:** _____

IMPORTANT: Foundations courses are not eligible for Focus designations.

If the course is officially cross-listed, please provide subject and course number: _____

Does the course have an honors counterpart? Yes No

Course is being offered (check all that apply): via Outreach Extension through Study Abroad [online or hybrid](#)

<p>FOCUS AREA(S) – check all that apply:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center;">NEW</th> <th style="width: 10%; text-align: center;">RENEWAL</th> <th style="width: 10%; text-align: center;">EXISTING</th> </tr> </thead> <tbody> <tr> <td>Contemporary Ethical Issues (pp. 4-7)</td> <td style="text-align: center;"><input type="checkbox"/></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 (pp. 8-10)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Oral Communication (pp. 11-13)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Writing Intensive (pp. 14-17)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p>NEW: instructor/department has not had approval for the course/Focus before RENEWAL: current approval has expired or will expire before next semester EXISTING: current approval is not yet due to expire</p> <p>If unsure, check the Focus Status List (updated at the end of each semester).</p>		NEW	RENEWAL	EXISTING	Contemporary Ethical Issues (pp. 4-7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hawaiian, Asian & Pacific Issues (pp. 8-10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oral Communication (pp. 11-13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing Intensive (pp. 14-17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>NOTE: Multiple designations require:</p> <ol style="list-style-type: none"> 1. An integrated syllabus that shows how all checked Focus areas will be addressed; 2. Course information (see pp. 4-17) that clarifies how all requested Focus areas will be integrated and fulfilled, including existing instructor-based Focus approvals; 3. Submission by the January 15 deadline if the course will have a total of <u>three or four</u> Focus designations.
	NEW	RENEWAL	EXISTING																		
Contemporary Ethical Issues (pp. 4-7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		
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Writing Intensive (pp. 14-17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

For INSTRUCTOR-Based proposals only:

Instructor's printed name: _____	Signature: _____	Date: _____	Instructor's UH ID#: _____
Instructor's email address: _____	Campus address: _____	Phone #: _____	


For COURSE-Based proposals only:

Course Coordinator's printed name: _____	Signature: _____	Date: _____	
Course Coordinator's email address: _____	Campus address: _____	Phone #: _____	

Faculty Course Coordinator is responsible for ensuring that all sections meet the Focus Hallmarks.

For ALL proposals:

Department Chair's printed name: _____	Signature: _____	Date: _____	
Department Chair's email address: _____	Campus Address: _____	Phone #: _____	
Dept. contact's name (for Focus): _____	Dept. contact's email address: _____	Phone #: _____	



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Email all materials, preferably as a single file, to the General Education Office (gened@hawaii.edu) by **Friday, January 15, 2021*** Faculty Board(s) will review the materials and contact you if clarification or additional information is needed. You will be notified via email when a decision has been made.

SUBMISSION DEADLINE: FRIDAY, JANUARY 15, 2021*

For INSTRUCTOR-Based designations – Completed by instructors who want to add or renew a Focus designation(s) for their sections of a course that they will teach in accordance with the Hallmarks and SLOs

<p>Important notes:</p> <ul style="list-style-type: none">• Focus designation(s) is attached to <i>only the instructor's sections</i> of the course• Designation(s) is added to the instructor's sections of the course for the duration of the approval (3 years for new approvals; 5 years for renewals), as long as they are listed in Banner/MyUH/Class Availability <i>prior to the start of registration</i>• Approved Focus may be removed for a particular section and/or term by emailing a request to the General Education Office <i>prior to being posted on Class Availability</i>	<p>INSTRUCTOR must submit:</p> <ul style="list-style-type: none"><input type="checkbox"/> Page 1, completed and signed by instructor and Dept. Chair<input type="checkbox"/> Course syllabus, clearly marked to show how the requested Focus area(s) is being met<input type="checkbox"/> Requested Focus information (pp. 4-17) for each Focus area checked off, <i>unless it is an "EXISTING" COURSE-Based Focus</i>
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For COURSE-Based designations – Completed by departments that want to add or renew a Focus designation(s) for a course that inherently meets the Hallmarks and will always be offered with the Focus

<p>Important notes:</p> <ul style="list-style-type: none">• Focus designation(s) is attached to <i>all sections of the course</i>, regardless of who is listed as the instructor(s)• Designation(s) is for all sections of the course for the duration of the approval (3 years for new approvals; 5 years for renewals)• Approved Focus <i>cannot</i> be removed for any term/section throughout the approval period• Course Coordinator (a faculty member) and Department Chair are responsible for<ul style="list-style-type: none">○ informing all instructors of the course's Focus designation(s)○ collecting and reviewing all course syllabi each semester to ensure that all sections are taught in accordance with the Focus Hallmarks.• 399 and 499 courses are not eligible for a course-based designation unless the course has set (not variable) content and is not a directed reading/research/study course tailored to a specific student. Contact the Gen Ed Office for details.	<p>DEPARTMENT (Chair or Course Coordinator) must submit:</p> <ul style="list-style-type: none"><input type="checkbox"/> Page 1, completed and signed by Course Coordinator and Department Chair<input type="checkbox"/> Page 3, completed<input type="checkbox"/> Master course syllabus (or representative syllabi), clearly marked to show how the requested Focus area(s) is/are being met<input type="checkbox"/> Requested Focus information (pp. 4-17) for every Focus area checked off, <i>even if the approval is "EXISTING"</i>
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For STAFF-Based designations – Completed by departments that want to add a Focus designation(s) to a currently unstaffed section(s) of a course that is traditionally offered with that Focus (for one semester only)

<p>Important notes:</p> <ul style="list-style-type: none">• Focus designation(s) is attached <i>only to the section number(s) specified</i> on the proposal form• Designation(s) is added for the requested semester only (i.e., approval is for only one semester)• Department Chair is responsible for<ul style="list-style-type: none">○ assigning an instructor who will teach the course in accordance with the Focus Hallmarks,○ notifying the Gen Ed Office when the instructor is assigned, and○ having the instructor complete and submit an instructor-based proposal unless they already have Focus approval• If the instructor's section does not meet the Hallmarks, future STAFF-Based requests from the Department will be denied.	<p>DEPT. CHAIR must submit:</p> <ul style="list-style-type: none"><input type="checkbox"/> Page 1, completed and signed by Department Chair<input type="checkbox"/> Sample course syllabus, clearly marked to show how the requested Focus area(s) may be met <p>*****</p> <p>Once assigned, the instructor must submit all materials for an instructor-based request (see above) unless they already have Focus approval.</p>
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* Proposals whose approval will result in three or four designations must be submitted by the January 15 deadline. Proposals whose approval results in one or two Focus designations may be submitted as late as January 29. However, priority will be given to proposals submitted by the January 15 deadline. Proposals submitted between January 16 and January 29 will be reviewed by the Boards thereafter, with the understanding that there may not be time for the negotiation that is sometimes necessary to secure approval. Proposals for Summer 2021 will not be accepted after January 29 except under extraordinary circumstances.

FOR COURSE-BASED FOCUS PROPOSALS

For Instructor- and STAFF-based proposals, skip to pages 4-17.

- 1. Provide the requested information for each desired Focus** (see pages 4-17).
- 2. Attach a master syllabus** (please note "MASTER" on the first page) **OR two or three representative syllabi that are marked to show how the course meets the [Hallmarks of each requested Focus](#)** (e.g., "E1" for Contemporary Ethical Issues Hallmark #1). For renewals, please submit sample syllabi from instructors who taught the course during the last approval period (a maximum of five syllabi, if there were more than five instructors).
- 3. Provide a) the current course description from the UHM Catalog and b) a proposed revision*** if the existing description does not reflect the inherency of the requested Focus (e.g., "emphasis on teaching writing/oral communication").
 - a. Current course description:**
 - b. Proposed revision*** (to reflect inherency of Focus; no more than 35 words, not including prerequisites, class standing/major restrictions, grading options, etc.):

FOR COURSE-BASED RENEWALS ONLY

- 4. During the last approval period, who was the person who ensured that all assigned instructors taught the course in accordance with the approved Focus Hallmarks (i.e., the Course Coordinator)?** For example, "John Smith, AY 2014 and 2015; Jane Jones, AY 2016."
- 5. How has individual instructor compliance with the Focus Hallmarks been assured?**
- 6. Have there been any changes to the course or to some individual sections?** If yes, please explain.

* If the COURSE-Based request is approved and the current course description does not reflect the inherency of the approved Focus, a UHM-2 form will be needed to modify the description. The UHM-2 form will be generated by the General Education Office *after approval* using the language provided in 3b, and the form will be sent to the department for processing and routing for signatures.

CONTEMPORARY ETHICAL ISSUES (E OR ETH)

To request or renew an E designation, please provide ALL of the information requested below. (Exception: STAFF-Based proposals require a syllabus only; see questions 1 & 2 below.) The E Focus Board will contact you for clarification if necessary.

1. Attach a course syllabus which includes the following 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."

2. Mark the sections of the syllabus to show how each Focus Hallmark is being met (e.g., highlight and indicate "E1" for sections that address Contemporary Ethical Issues Hallmark #1). For E4 ("The equivalent of one semester credit-hour or 30% of a three-credit course will be devoted to contemporary ethical issues") in particular, note all lecture topics, discussions, and assignments that constitute the 30%.

3. Identify and explain the ethical decision-making framework(s) or professional code of ethics that students will learn in your course. *For teaching resources, including examples of frameworks such as Markkula's Framework for Ethical Decision Making and James Madison University's 8 Key Questions, see the General Education Office website (<https://manoa.hawaii.edu/gened/resources/tr/e/>).* NOTE: If your course primarily teaches from a professional code of ethics, we strongly encourage you to consider pairing it with a generalized ethical reasoning framework such as those mentioned above.

4. Provide a list of the contemporary ethical issues – including events, movements, and case studies – **that will be studied in your course** (ELO1). For courses involving historical content, explain the contemporary relevance of the historical ethical issues.

5. Describe assignments and class discussions designed to help students:

- a. achieve competencies deliberating on ethical issues using the course-assigned framework(s) (ELO2);
- b. express an ethical judgment that informs thinking, behavior, and/or actions (ELO3); and
- c. evaluate ethical self-identity using ethical tools and reasoning practices (ELO4).

6. Based upon the assignments you described in your response to Question 5, explain how you will assess or grade your students in achieving basic competencies in analyzing and deliberating contemporary ethical issues. You may also attach a rubric or grading scale indicating levels of competency.

7. FOR COURSES WITH ANY SECTIONS THAT WILL BE DELIVERED ONLINE DURING THE APPROVAL PERIOD: Explain how deliberation and discussion of contemporary ethical issues will be facilitated, both student-to-student and student-to-instructor, in the online learning environment of your choice. (Please do not forget to check the "online or hybrid" box on page 1 of the Proposal Form. If the course will not be delivered online, please respond to this question with " n/a.")

FOR RENEWALS ONLY

8. Describe

- a. which teaching strategies were most effective** during your approval period,
- b. what you learned from your assessment** of student competencies in ethical analysis and deliberation, and
- c. how you intend to improve your teaching or assessment strategies.**

HAWAIIAN, ASIAN, AND PACIFIC ISSUES (H OR HAP)

To request or renew a HAP designation, please provide ALL of the information requested below. (Exception: STAFF-Based proposals require a syllabus only; see question 2 below.) The HAP Board will contact you for clarification if necessary. If diacritics are used, please apply them correctly and consistently to all course proposal materials submitted. Also make sure to consistently capitalize Indigenous throughout your course materials. The UH Communication Office's [Hawaiian Language Considerations](#) provides useful resources.

1. HAP proposal narrative: At least two-thirds of the course must meet the Hallmarks, and all Hallmarks (H1-H4) must be addressed. Describe how the course is designed to: explore the intersection of Native Hawaiian culture with Asian and/or Pacific Islander cultures (H1); encourage learning of perspectives authored by the Indigenous peoples of the intersected regions* (H2); provide regional understanding (H3); and foster multicultural respect and understanding through cross-cultural analysis (H4).

* Note: The HAP Board can help you find those sources. It is important to include them in your syllabus because we want our students to learn from HAP scholars, authors, etc.

2. Annotated syllabus: Provide the course syllabus that includes a weekly schedule and an accounting of all the lectures, activities, readings, and assignments that are being used to satisfy the HAP Hallmarks. For each, explain in 1-2 sentences which Hallmark is being addressed and how it is being addressed, when applicable.

3. Annotated bibliography: Annotated bibliography: Provide a complete course bibliography that includes all required readings, videos, or other sources of information students will be engaging with in the course.

- The bibliography should have full citations in a single citation style and match the readings and other resources included in your course syllabus.
- Hallmark 2 encourages learning that comes from the cultural perspectives, values, and worldviews rooted in the experiences of Native Hawaiians, Pacific Islanders, and Asians. Given this purpose, annotate those resources in your bibliography that are authored by or represent the perspectives of Native Hawaiians (H), Asians (A) and Pacific Islanders (PI) using the notations below. It is important to include those sources in your syllabus because we want our students to learn from HAP scholars, authors, etc. If you are struggling to find HAP sources in your discipline, please contact the HAP Focus Board for a consultation; we can help you find those sources that provide:
 - Native Hawaiian voice
 - Asian voice *Note: Identify the specific voice represented (e.g., Filipino voice)*
 - Pacific Islander voice *Note: Identify the specific voice represented (e.g., Māori voice)*
- Hallmark 1 asks that course content reflect the intersection of Native Hawaiian culture with those cultures of the Pacific Islands and Asia. In your bibliography annotate resources that provide the intersection of those cultures by using the following notations:
 - Intersection of Native Hawaiian and Asian cultures (e.g., Japanese, Okinawan)
 - Intersection of Native Hawaiian and Pacific Islands cultures (e.g., Tahitian, Māori, Chamorro)

4. Assessment plan: Explain how you will assess student learning in relation to the HAP Focus learning objectives (HLO1-HLO4).

FOR RENEWALS ONLY

5. Describe which teaching strategies were most effective during this approval period, what you learned from your assessment of the HAP Focus learning objectives, and any planned improvements in teaching or assessment strategies. Be sure that the HAP Board is able to clearly identify these planned improvements in the materials you submitted for this renewal (i.e., in the HAP narrative, syllabus, and bibliography).

ORAL COMMUNICATION (O OR OC)

To request or renew an O designation, please provide ALL of the information requested below.

(Exception: STAFF-Based proposals require a syllabus only; see #1.)

- **A syllabus that has the information discussed below clearly marked.**
- **An example of an assessment tool**, such as an evaluation form or rubric, for the oral communication assignments and activities. (Note: Examples of assessment tools can be found at <https://manoa.hawaii.edu/gened/c-cat/o/>)
- **Responses to the questions below.**

1. List each oral communication assignment or activity during class that involves the O Focus.

For each assignment/activity, the following information must be included:

- a. Name and a brief description of each assignment/activity. (Note: Please ensure that the name of the assignment/activity matches the name used in the syllabus).
- b. Page number(s) in which the assignment/activity is available on the syllabus.
- c. Percentage of the student's final course grade that will be based on each oral assignment/activity (Note: if there are multiple parts to the assignment, please only include the percentage of the final grade focused specifically on achieving the Oral Communication Learning Objectives.)
- d. Which learning objective(s) the assignment/activity is intended to address.

2. Indicate which method(s) each instructor will employ PRIOR to having their students engage in each of the oral communication assignments/activities (check all that apply):

- Lecture on communication skills
- Workshop-style activities
- Modeling of appropriate communication behaviors
- Providing examples
- Providing students with rubrics in advance
- Other: _____

3. Indicate how students will receive feedback regarding their performance on each oral communication assignment.

FOR RENEWALS ONLY

- 4. Have there been any changes to the oral communication components of the course?**
If yes, please explain.

- 5. Describe which teaching strategies were most effective during this approval period, what you learned from your assessment of the OC Focus learning objectives, and any planned improvements in teaching or assessment strategies.**

WRITING INTENSIVE (W OR WI)

To request or renew a W designation, please provide ALL of the information requested below. (Exception: STAFF-Based requests require a syllabus only.)

- **A syllabus that is clearly marked** to show where the information relevant to the [WLOs and Hallmarks](#) can be found. (Having this information in the syllabus helps students understand why the course has a W Focus.)
- **A completed W Focus chart;** see page 17.
- **Answers to the W questions below.**

The W Board will contact you for clarification if necessary. The Board does not expect every W Focus course to fulfill every Writing Intensive learning objective. It recognizes disciplinary differences and respects them. The language in the learning objectives seeks to capture and allow for those differences, so answers to the following questions can vary widely and incorporate details outside of writing instruction. For example, a course in which student products include poetry or a lab report may reflect genres that exclude source citations. Please do not leave proposal questions blank, but explain where and why the learning objective in a given question may not be relevant.

- 1. Explain how the course's writing assignments, in-class work and homework, as well as pedagogical approaches or other elements, help students meet WLO1:** Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres.

2. Explain how the instructor(s) will teach, interact with, and support students in meeting WLO2: Develop and organize appropriate and relevant content.

3. Explain how the instructor(s) will teach, interact with, and support students in meeting WLO3: Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and discourse requirements of the field.

4. For graded writing assignments involving group work, indicate how members' specific contributions will be verified to include how they independently meet the minimum word requirements for a W Focus. (If the course does not include group assignments, please respond to this question with "n/a.")

FOR RENEWALS ONLY

5. Explain any changes you plan to make in the W aspects of the class.

WRITING INTENSIVE: Request for a W Focus Designation

All information provided on this chart should also appear on your syllabus, which should be marked to expedite Board review (i.e., highlight pertinent sections and indicate which Hallmark (W1, W2, W3, etc.) is being addressed). The Board strongly recommends copying and pasting relevant sections from your syllabus into the chart. You will be contacted if clarification or additional information is needed.

<p><u>Hallmark #1:</u> The class uses writing to promote the learning of course materials.</p> <p>List each writing assignment or type of assignment that involves the W Focus (e.g., prospectus, literature review, research paper, critical analysis).</p>	<p><u>Hallmark #2:</u> The class provides interaction between the instructor and students [e.g., conferences, written feedback] while students do assigned writing.</p> <p>Explain how you will work with the students to help them successfully complete the assignment (e.g., give written/oral feedback, do in-class writing workshops, provide the opportunity to revise). OR Explain how you will help students learn to write using appropriate stylistic conventions and mechanics for the particular kinds of writing on which your course will focus.</p>	<p><u>Hallmark #3:</u> Written assignments contribute significantly to each student’s course grade.</p> <p>Indicate what percentage of the student’s grade will be a factor of the assignment.*</p>	<p><u>Hallmark #4:</u> The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages [double spaced, 12pt Times New Roman font with 1” margins].</p> <p>Indicate the number of pages required of each student for the assignment.</p> <p><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 assignment information can be found, and mark the section(s) accordingly.</p>
1.				
2.				
3.				
4.				
5.				
		TOTAL:	TOTAL:	

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.”