

FACULTY GOVERNANCE OF UNIVERSITY OF HAWAI‘I AT MĀNOA GENERAL EDUCATION

Approved by University of Hawai‘i at Mānoa Faculty Senate, 12/6/2000

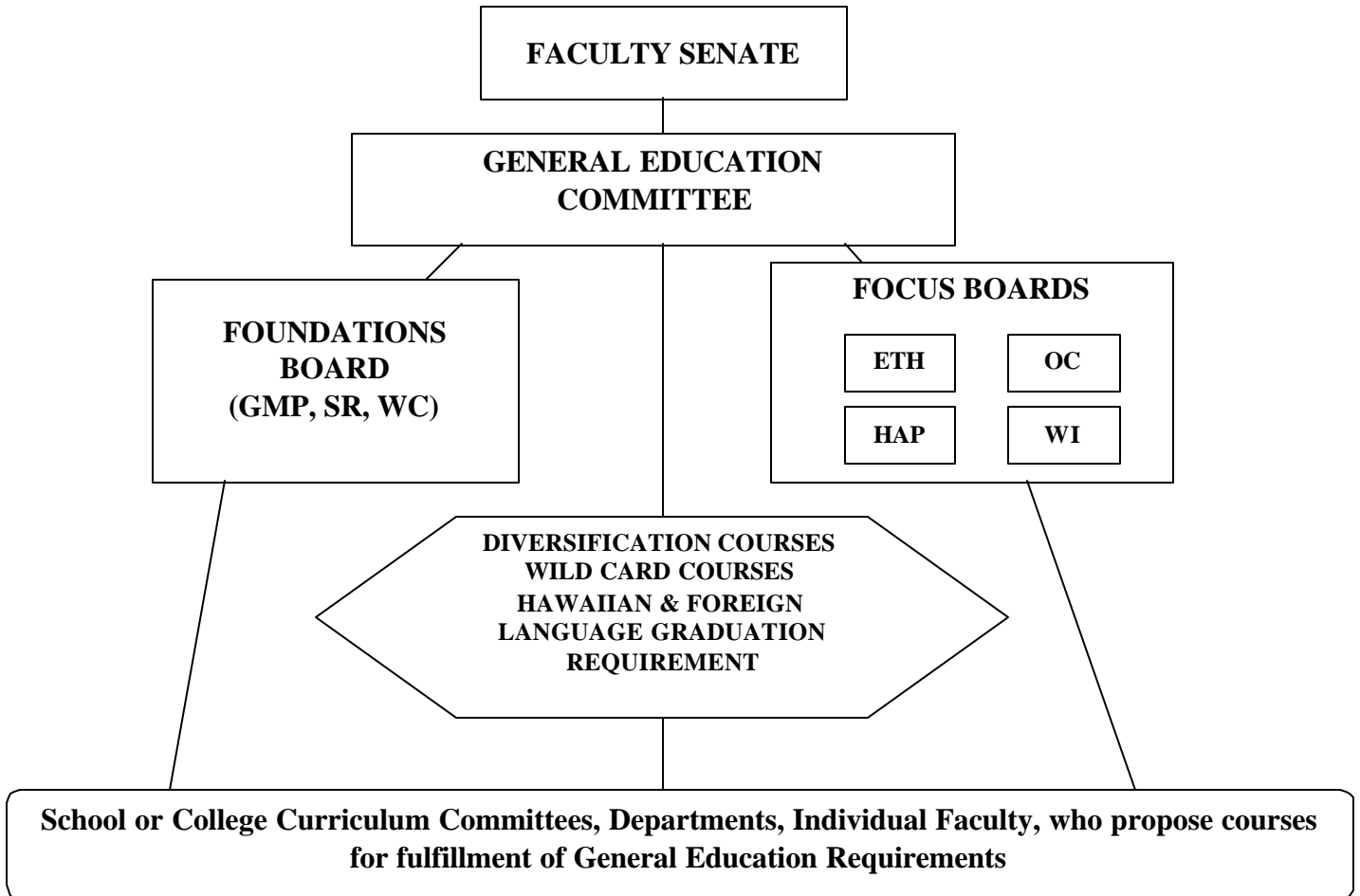
With effect from August 2001, General Education at the University of Hawai‘i at Mānoa (UHM) will be governed by the Faculty Senate, according to Board of Regents Policy approved in June, 2000. From this date, the General Education Committee and five faculty Boards will assume responsibility for overseeing and directing the General Education Program as specified in this document. Figure 1 displays the structural relationships involved in these committees.

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The current University of Hawai‘i at Manoa General Education Requirements are at
www.hawaii.edu/gened/gened_plan2007-03-21.pdf

FIGURE 1
Structure of General Education at Mānoa



I. GENERAL EDUCATION COMMITTEE

The General Education Committee (GEC) is a Standing Committee of the UHM Faculty Senate that will develop policies and procedures for implementing and monitoring General Education at UHM, and undertake regular assessment of its educational effectiveness. The GEC and faculty Boards will include faculty from diverse backgrounds, and undergraduate student representatives appointed by student government.

Personnel: The GEC will be composed of nine (9) members, eight of whom will be recommended by the Committee on Faculty Service and appointed by the Mānoa Faculty Senate; the ninth will be a student member appointed by the Associated Students of University of Hawai'i. Two Senators will be appointed for two years, with staggered terms. They will be the Chair and Vice-chair of the committee, with the first Chair to serve initially for only one year. In general, the Vice-chair is expected to become the chair in the second year. The student member will serve for one year. The other six members will serve three years, initially staggered two each for one, two, and three years, in order to provide continuity from year to year.

Members of the GEC will serve their terms from July 1 through June 30 of each academic year, with the first GEC members to serve longer, from their initial appointment until June 30 of the appropriate year for their term of service. The members of the GEC will be drawn from as broad a representation of the entire Mānoa community as possible. The General Education Committee will select members as non-voting liaisons to each of the Boards. These liaisons will not be viewed as representatives of those Boards.

Members of the GEC will not be representatives of any one constituency at the University of Hawaii, neither acting on behalf of any interest group nor serving any particular disciplinary allegiance. Rather, they should regard their duties as broadly representative of the general education community as a whole.

The nine voting members will be as follows:

1. Chair, Senator
2. Vice-chair, Senator
3. liaison to the Foundations Board
4. liaison to the Contemporary Ethical Issues (ETH) Board
5. liaison to the Hawaiian, Asian, and Pacific (HAP) Board
6. liaison to the Oral Communications (OC) Board
7. liaison to the Writing Intensive (WI) Board
8. liaison from Advising (a Faculty Specialist advisor)
9. student member, appointed by ASUH

Ex officio, non-voting for logistical and administrative support and advice:

10. Dean of Undergraduate Affairs
11. Director of Admissions and Records

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Duties: The main task of the GEC will be to oversee the development of the general education curriculum through evaluation and assessment. This entails the following duties:

- 1) evaluating and approving courses that meet the hallmarks, guidelines, and other criteria, of Foundations and Focus courses, as recommended by the Boards;
- 2) deleting courses that no longer meet such criteria, following recommendations by the Boards;
- 3) encouraging the creation of new course proposals and ensuring that adequate courses are offered for students to meet requirements in a timely fashion;
- 4) assessing the general education program through periodic review of learning outcomes;
- 5) determining transferability and assignment of credit for courses from other parts of the UH system, through communication and liaison with other campuses, the Community Colleges, and system-wide committees such as the University Committee on Articulation; and
- 6) coordinating the actions and policies of the GEC with the various UHM colleges and their own curriculum committees.

Evaluation and approval of courses: The individual Boards will handle the evaluation of courses in their areas (Foundations, CEI, HAP, OC, WI, as described in Sections II and III). In the special purview of the GEC will be the approval of new and existing courses recommended by these Boards. In addition, the GEC will review and approve the Diversification courses and the procedures for satisfying the language requirement, and oversee the Wild Card option. The GEC will develop standardized procedures for approval and review of recommended courses.

In seeking exemption for their undergraduates from the Hawaiian or second language graduation requirement, individual colleges and schools at Mānoa should consult with the GEC for review and recommendations.

Assessment: The GEC will evaluate the General Education Requirements on a periodic basis to ensure that student needs are being met. A recommended outline of procedures is presented in Appendix A.

Current GEC policy on its role regarding HSL waivers:
www.hawaii.edu/gened//gec/documents/HSLwaiver_memo2002.pdf
and
www.hawaii.edu/gened/ged/documents/HSLwaiver_resolution2002.pdf

II. FOUNDATIONS BOARD

The Foundations Board will include representative faculty with teaching experience in at least one of the three specified areas known as the Foundations Requirement (Global and Multicultural Perspectives—GMP, Symbolic Reasoning—SR, and Written Communication—WC), as well as three other faculty representing a broad background on undergraduate education. An additional voting member will represent First Year at Mānoa. This Board will work with individual faculty as well as the Learning Communities and Freshman Experience committees to foster the aims and goals of the Foundations Requirement.

Personnel: Seven members of the Foundations Board will be recommended by the Committee on Faculty Service and appointed by the Faculty Senate. An eighth non-voting member will be assigned as liaison from the General Education Committee. Members will serve three years, with staggered terms for representative areas of undergraduate education. Terms will start from July 1 and continue to June 30 of each academic year, with the first Board members to serve longer, from their initial appointment until June 30 of the appropriate year for their term of service. No member may serve more than four consecutive years. The membership of the Foundations Board is structured in the following way:

- One member who will represent the First Year at Mānoa board that operates the learning communities, chosen and sent by the First Year at Mānoa board;
- One member with special responsibility for Global and Multicultural Perspectives (GMP);
- One member with special responsibility for Symbolic Reasoning (SR);
- One member with special responsibility for Written Communication (WC);
- Three members who will each take a broad perspective and represent the full range of undergraduate education at Mānoa;
- One member who will act as liaison to the GEC (non-voting).

The Foundations Board will elect its own chair.

Duties: The specific duties of the Foundations Board will be to:

- 1) develop the hallmarks, guidelines, and other criteria for the acceptability, continuation, or deletion of courses in the three areas (GMP, SR, and WC);
- 2) develop procedures, forms, and templates for submitting courses to be recommended for the three areas;
- 3) evaluate and recommend courses to receive the GMP, SR, and WC designations;
- 4) foster the creation of new courses and in particular linked courses and learning communities, through such activities as workshops or colloquia;
- 5) assist the GEC in maintaining a liaison with the UH system (other campuses and the Community Colleges) regarding articulation, transferability and assignment of credit for courses in the Foundations areas;
- 6) convene regular advisory discussion meetings with the faculty who teach, or want to teach, in these areas, in order to ensure that voices of expertise are heard and encourage innovation;
- 7) conduct on-going evaluation of courses and instruction in the Foundation areas through periodic review; and
- 8) guide policy development by reevaluating implementation of the criteria and their effectiveness.

Evaluation: Recommended procedures for evaluation of new course proposals and continuing review of courses and of the Foundations program are outlined in Appendix A.

III. FOCUS BOARDS

- A. CONTEMPORARY ETHICAL ISSUES BOARD (ETH)
- B. HAWAIIAN, ASIAN AND PACIFIC BOARD (HAP)
- C. ORAL COMMUNICATION BOARD (OC)

Focus Boards: The Focus Boards, including the Writing Intensive Board described in the next section D (ETH, HAP, OC, and WI), will oversee the process of approval and evaluation of courses intended to fulfill the specific requirements of each area of General Education.

Personnel: Five members of each Focus Board will be recommended by the Committee on Faculty Service and appointed by the Faculty Senate. A sixth non-voting member will be assigned as liaison from the General Education Committee. They will serve three years, with staggered terms. Terms will start July 1 and continue to June 30 of each academic year, with the first Board members to serve longer, from their initial appointment until June 30 of the appropriate year for their term of service. No member may serve more than four consecutive years. Each board will elect its own chair. The membership of the Focus Boards will be structured in the following way:

Five members who will represent a broad constituency, selected and appointed according to the following guidelines to be employed by the Committee on Faculty Service;
One member (non-voting) of each of these boards will act as liaison to the GEC.

Guidelines for selection of members: The members of the Focus Boards will be recommended and appointed according to the following criteria:

- a) No more than one member will be from any one department, with a range of colleges and schools represented as much as possible;
- b) At least one member will have experience teaching in a Focus area;
- c) At least one member will not teach in the area, but have an interest in the development of such courses as a foundation for other university coursework;
- d) Departments that teach heavily in that field will be represented.

Duties: The general duties of these boards will be to:

- 1) develop the hallmarks, guidelines, and other criteria for the acceptability, continuation, or deletion of courses in the three areas, in an on-going dialogue with its constituents (students and faculty);
- 2) develop procedures, forms, and templates for submitting courses to be recommended for the ETH, HAP, and OC areas;
- 3) evaluate and recommend courses that receive their designation;
- 4) foster the creation of new courses through sponsoring forums and encouraging interdisciplinary efforts to ensure availability and diversity of courses that meet the requirement;
- 5) assist the GEC in maintaining a liaison with the UH system (other campuses and the Community Colleges) regarding transferability, articulation, and assignment of credit for courses in the Focus areas;
- 6) conduct on-going evaluation of courses and instruction through periodic review, as deemed necessary by the Boards and the GEC; and
- 7) guide policy development by reevaluating implementation of the focus areas and their effectiveness.

Evaluation: Recommended procedures for evaluation of new course proposals and continuing review of courses are outlined in Appendix A.

D. WRITING INTENSIVE BOARD (WI)

The Writing Intensive Board will be one of four Focus Boards; the Mānoa Writing Program (MWP) was initially chartered by the Board of Regents in 1987, and will oversee the Writing Intensive (WI) course requirement (5 courses). All Focus Boards will oversee the process of approval and evaluation of courses intended to fulfill the specific requirements of each area of General Education. However, as the Writing Intensive Board, functioning under the MWP, already exists and has more course requirements, it is constituted with 10 members, as well as a liaison to the GEC. The Faculty Senate thus acknowledges and incorporates the existing charter of the MWP Writing Intensive Board in the Governance of General Education Requirements.

Personnel: The Writing Intensive Board will consist of ten members recommended by the Committee on Faculty Service and the advice of the Director of Mānoa Writing Program. These members will then be appointed by the Faculty Senate. An eleventh non-voting member will be assigned as liaison from the General Education Committee. They will serve three years, with staggered terms. Terms will start July 1 and continue to June 30 of each academic year, with the first Board members to serve longer, from their initial appointment until June 30 of the appropriate year for their term of service. The Director of the Mānoa Writing Program will be the Chair of the Board. No appointed member may serve more than four consecutive years. The membership of the Writing Intensive Board will be structured in the following way:

- Four faculty representatives, one from each of the four Colleges of Arts & Sciences;
- Two faculty who will represent each of two different professional schools;
- One representative from the Arts & Sciences Student Academic Services;
- The Director of Composition (English department) (*ex officio*);
- The Director of the English Language Institute (Second Language Studies department) (*ex officio*);
- The Director of Mānoa Writing Program (*ex officio, Chair*).
- One member who will act as liaison to the GEC (non-voting);

Guidelines for selection of members: The members of the WI Board will be recommended and appointed according to the following criteria:

- a) No more than one member shall be appointed from any one department;
- b) The aim will be to maintain a broad range of representation from colleges and professional schools;
- c) All members, or at least a majority, will have experience teaching WI;
- d) Departments that teach heavily in the field will be represented.

Duties: The general duties of this board will be:

- 1) review and refine the hallmarks, guidelines, and other criteria for the acceptability, continuation, or deletion of courses deemed Writing Intensive, in an on-going dialogue with its constituents (students and faculty);
- 2) oversee procedures, forms, and templates for submitting courses to be recommended for the WI area;
- 3) evaluate and recommend courses that receive their designation;
- 4) foster the creation of new courses through sponsoring forums and encouraging interdisciplinary efforts to ensure availability and diversity of courses that meet the requirement;
- 5) assist the GEC in maintaining a liaison with the UH system (other campuses and the Community Colleges) regarding articulation, transferability and assignment of credit for transfer courses in the WI area;

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- 6) conduct on-going evaluation of courses and instruction through periodic review, as deemed necessary by the Board and the GEC; and
- 7) guide policy development by reevaluating implementation of the focus area and its effectiveness.

Evaluation: Recommended procedures for evaluation of new course proposals and continuing review of courses are outlined in Appendix A.

APPENDIX A

ASSESSMENT STRUCTURE AND PROCEDURES FOR GENERAL EDUCATION

The Western Association of Schools and Colleges has mandated that General Education at the UHM be reviewed and assessed in a fashion similar to other units and programs. In particular, it states that

“An effective assessment plan: 1) insures faculty ownership; 2) establishes the student outcomes, instructional and co-curricular, to be assessed... 3) identifies appropriate indicators/measures to evaluate specific outcomes... [and] 4) establishes a clear and consistent feedback loop between the assessment findings and faculty.”

Therefore, just as developed for programs and units in the Faculty Senate Handbook on Departmental Assessment, General Education at Mānoa is subject to periodic review and revision, in an assessment of the achievement of its goals as measured by student learning outcomes and other measures obtained by the UHM when appropriate. Figure 2 displays the structure and flow of assessment procedures for General Education.

I. ASSESSMENT PROCEDURES FOR GENERAL EDUCATION PROGRAM

A. The GEC will periodically review the goals of General Education and devise criteria and procedures for monitoring the effectiveness of the General Education Requirements in meeting those goals (including the goals of the Diversification, Wild Card, and the Language Requirement courses). The GEC will then make changes to achieve its goals as needed. The GEC will not be responsible for units' program assessment, or the regular assessment of individual courses, beyond its specific duty of approval of courses within areas of GE. Rather, it will conduct global evaluation of the functioning of the various parts of the GE Requirements. It will recommend goals tied to hallmarks. Since the GEC is responsible for the overall governance of General Education, it may assign responsibility for assessment of outcomes to one or several specific sub-committees, such as a General Education Assessment Committee. They will recommend outcomes measures and methods for assessment. This will require that academic and service units (such as departments, programs, colleges, learning communities and Freshman Experience, or other sources) that regularly collect information on student outcomes may be asked to provide the necessary data.

In any case, the measurement and analysis of student outcomes, derived from a variety of data, cannot be accomplished without appropriate resource support from the University.

B. The Foundations and Focus Boards will additionally conduct global assessment of the achievement of general education in their areas, and make recommendations to the GEC. The GEC will compile this information, along with its own global assessment of

learning outcomes in general education requirements. On the basis of a careful evaluation of these outcomes, revisions and recommendations will be made for the continual improvement of General Education at Mānoa.

- C. Units involved in assessment and providing information on outcomes of GE include: the Center for Instructional Support, OFDAS, Arts & Sciences, Admissions & Records, CSEQ (OVPSS), IRO (OVPPP), Learning Communities, Freshman Experience and First-Year at Mānoa, the PCAC (LLL), and other possible sources.

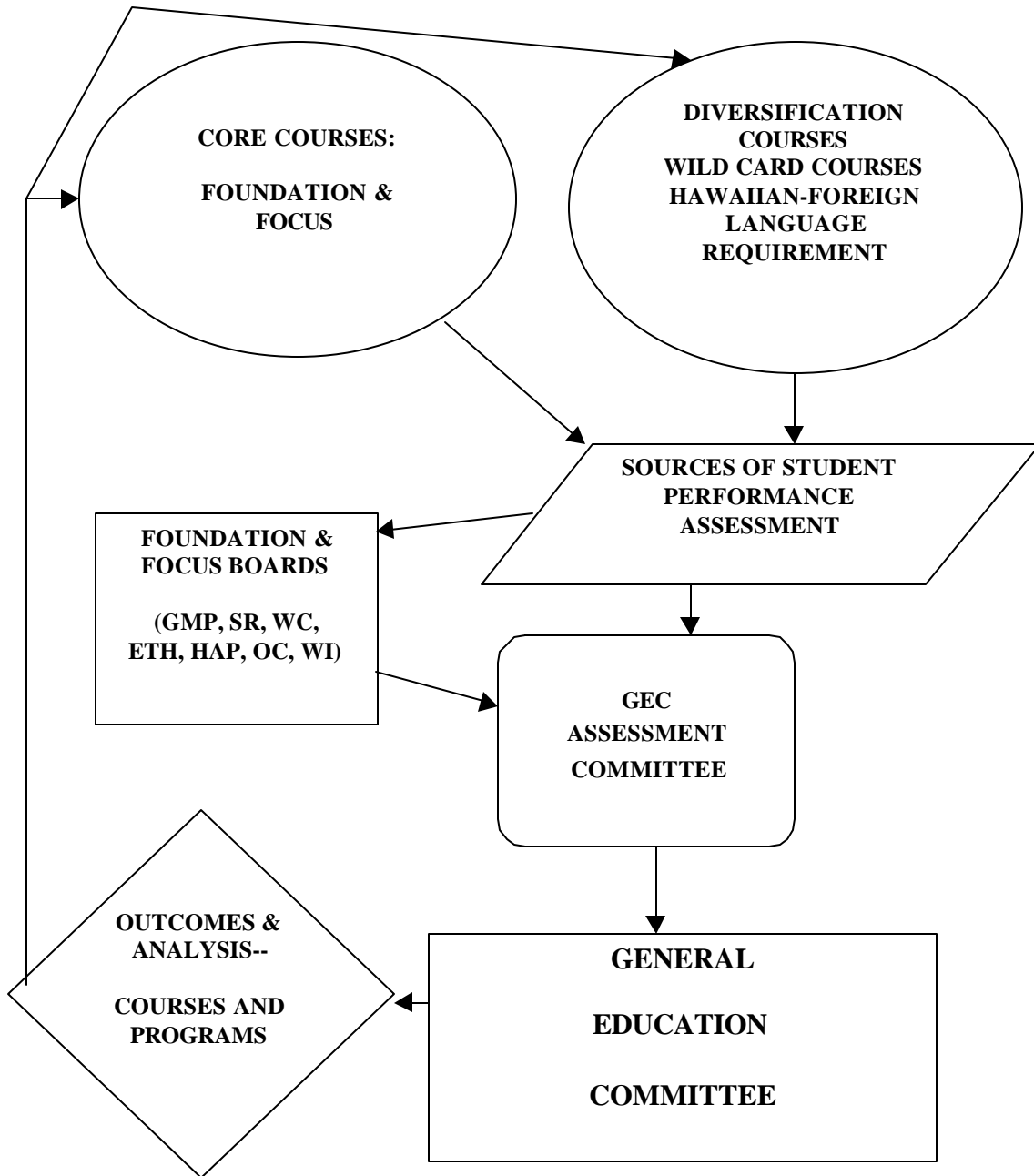
II. ASSESSMENT PROCEDURES FOR COURSES WITHIN GENERAL EDUCATION

- A. The procedures for assessment of courses will follow the hierarchy suggested in Figure 2. This chart suggests that:

1. All courses involved in the General Education Core (Foundations courses—GMP, SR, WC—as well as Focus courses—ETH, HAP, OC, and WI) will be under the purview of the GEC. In addition, the GEC has direct oversight over the functioning of non-Board-governed aspects of courses and procedures to be deemed acceptable for Diversification and the Wild Card option, and the implementation and conduct of the Hawaiian/Foreign Language Requirement.
2. Numerous sources of information on student and course performance of these components will be available from various academic and administrative units, such as the list in I.C. of this Appendix. These units are expected to assist and provide information to the appropriate Boards and the GEC.
3. The Foundations and Focus Boards will conduct the initial assessment and evaluation of specific courses and grouping of courses in order to make recommendations on course additions and continuation in their areas to the GEC. A General Education Assessment Committee is suggested as an integral sub-committee of the GEC that will serve as a conduit of this information. The GEC will make the final decisions with respect to course approval and removal.

- B. Each Foundation or Focus board will evaluate proposals for courses to be assigned as a specific area fulfillment that are submitted by instructors (through their departments), according to the goals and hallmarks and other criteria devised for their particular area requirements. Each Board will determine the particular period of approval for a given course or set of courses. Thereafter, continuing courses will be reviewed depending on the specific Board's preference for frequency of review. This review would consist of a report from the department (its chair or its curriculum committee) on the achievements and innovations of the course, how it fulfills the criteria, and student evaluations. Added to this "internal" review will be any additional outcomes measures or other information that the Boards might deem necessary.

FIGURE 2
Assessment Process in General Education



THE PROPOSAL FOR MODIFICATION OF UH MANOA GENERAL EDUCATION REQUIREMENTS

Adopted by the Manoa Faculty Senate, December 8, 1999

In order to earn a UHM undergraduate degree, a student has to satisfy

- UH-Manoa General Education requirements
- College requirements (e.g., Arts and Sciences General Education requirements)
- Major requirements.

This proposal concerns the UHM General Education requirements as minimum expectations of educational experience for every University graduate. Colleges and majors build upon this foundation with their own requirements. Thus, this proposal views Undergraduate Education as an opportunity for each student to find coherence through careful combinations of General Education, College, and Major courses. Furthermore, this proposal notes certain experiences and abilities that can be best attained by particular course work within the major rather via generic courses required of all students.

GENERAL EDUCATION REQUIREMENTS

General education requirements are designed to help students acquire knowledge, skills, and ways of thinking that provide a foundation for lifelong learning. The UHM requirements reflect the unique resources of UHM: the depth of its Hawaiian assets and the breadth of its multiculturalism. The general education curriculum gives students a global sense of human diversity while paying special attention to the heritages of Hawai'i, the Pacific, and Asia.

There are two components to the proposal. First, General Education requirements are divided into Core requirements and Special UHM Graduation Requirements. Core requirements include foundation courses and diversification requirements. Special UHM Graduation Requirements include focus requirements and a foreign or second language.

A. UHM Core Requirements

1. Foundations requirement (12 credits)

Foundation courses are intended to give students skills and perspectives that are fundamental to undertaking higher education. To promote student understanding of connections across fields of inquiry, foundations courses will ordinarily be linked and require co-registration. Foundations courses may be offered as components of learning communities that also include courses fulfilling major or diversification requirements. Accommodations will also be made for part-time and transfer students. However, courses taken to fulfill the foundations requirement may not be used to fulfill requirements in other categories.

All full-time UHM students are expected to fulfill foundations requirements before achieving sophomore standing.

a. **Written Communication** (English 100): 3 cr.

Students will be introduced to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. This course also provides students with experiences in the library and on the internet and enhances their skills in accessing and using various types of primary and secondary materials.

b. **Symbolic Reasoning**: 3 cr.

Courses fulfilling this requirement will expose students to the beauty and power of formal systems, as well as to their clarity and precision; courses will not focus solely on computational skills. Students should understand the concept of proof as a chain of inferences. They should be able to apply formal rules or algorithms. They should also be able to engage in hypothetical reasoning. In addition, the course should aim to develop the ability of students to use appropriate symbolic techniques in the context of problem solving, and in the presentation and critical evaluation of evidence.

c. **Global and Multicultural Perspectives**: 2 courses, 6 credits

Global and Multicultural Perspectives courses provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students will gain a sense of human development from pre-history to modern times through consideration of narratives and artifacts of and from diverse cultures. At least one component of each of these courses will involve the indigenous cultures of Hawai'i, the Pacific, and Asia.

2. Diversification requirement (19 credits)

The diversification requirement is intended to assure that every student has a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests.

At the conclusion of the Freshman year, students will select or be assigned a faculty Mentor in a field of their choice. The student does not formally choose a major. The faculty mentor will discuss with the student future goals and help the student develop an academic plan in relation to exploring those goals, including a coherent combination of courses to meet the remaining General Education requirements in a manner that is consistent with the student's goals and interests. Mentors may be 1) a faculty in a department of program the student anticipates as a future major; 2) one of the faculty from courses taken during the freshman year; 3) a faculty member recommended to the student by an academic advisor, perhaps from the college in which the student has the

most interest. The faculty mentor does not replace college advisors who will continue to guide students' progress toward graduation.

A strength of the UHM curriculum is that students can extend their General Education over the full four years of their academic program. Thus, students may meet the diversification requirement by taking any course in the specified area—lower- and upper-division courses, and among courses that meet focus or major requirements.

- Arts, Humanities and Literatures (AHL): 6 cr. (from 2 different departments in the 2 areas not represented by courses taken to fulfill the Foundations Global Perspectives Requirement. For example, students who used History courses for Global Perspectives would here take courses in Arts and Literature; students who took a Religion and a Music course for Global Perspectives would take a Literature course and one other AHL course.)
- Social Sciences: 6 cr. (from 2 different departments)
- Natural Sciences: 7 cr. (3 cr. physical, 3 cr. biological, plus 1 lab cr.)

B. Special UHM Graduation Requirements

1. Focus requirements

The focus requirements identify important additional skills and discourses which can be provided through courses across the curriculum. Thus, these requirements can be satisfied through major and diversification courses. Students should be able to plan their academic program to meet these requirements without adding credits to graduation requirements.

a. Hawaiian, Asian, and Pacific issues: 1 course

The University of Hawai'i is located in Hawai'i, a Polynesian archipelago in the middle of the Pacific ocean. Most students who attend UHM are of Hawaiian, Asian or Pacific background, and one of the missions of the University of Hawai'i in its Strategic Plan is to "stress areas in which Hawai'i has a natural advantage due to its geography, its environment, its location, and its unique blend of cultures."

Therefore it is important that all students who attend UHM achieve a basic understanding of how the Native culture of Hawai'i is similar to and different from the diverse cultures of other Native Pacific Islanders and the Asian countries on the Pacific rim. As Hawai'i becomes more of a significant international player in Asia and the Pacific, it is crucial that all students at UHM, Natives and non-Natives (including out-of-state students), become familiar with the arena in which we study and live.

Courses that satisfy this requirement may be offered in any department. Appropriate courses will have a focus on issues in Hawaiian, Asian, or Pacific cultures and history; this focus will promote cross-cultural understanding as a way to avoid conflict between nations and between cultures.

b. Contemporary ethical issues: 1 course

Courses fulfilling this requirement may be offered in any department. Appropriate courses will involve significant reading and discussion on contemporary ethical issues: for example, civil rights and social responsibility; environmental development and control; genetic engineering; computer/internet access and use; population control, health system access and control. Appropriate courses may also involve professional ethics (e.g. business ethics, medical ethics, research ethics); philosophical or religious approaches to ethical questions (e.g. ethical theory, morals and society, Christian ethics in modern life, comparative ethics); or ethical implications of academic research and its products.

c. Oral Communication: 1 course

Courses fulfilling this requirement may come from across the curriculum. In appropriate courses, group work, individual and group oral reports, and training in oral delivery will constitute a significant portion of the final grade. It is expected that departments may revise courses in the major to meet these aims.

d. Writing intensive: 5 courses, **including** 2 numbered 300 or higher

The WI designation may be awarded to undergraduate classes in any department when

- the course uses writing to promote the learning of course materials;
- the course provides interaction between teacher and students while students do assigned writing;
- written work contributes significantly to each student's course grade;
- the course requires students to do a substantial amount of writing (a minimum of 4000 words, or about 16 pages); and
- class enrollment is restricted to 20 students per instructor to allow for meaningful professor-student interaction on each student's writing.

2. Second/Foreign Language Requirement

In addition to improving written and oral communication and reasoning skills, proficiency in Hawaiian or a second language is an integral part of the university's mission to "prepare students to function effectively in a global society", to "preserve and promulgate Hawaiian, Asian, and Pacific language, history, and culture and [to] provide students an education experience with an international dimension" (The University of

Hawai'i Strategic Plan 1996-2001: "Goals," sec. III, C: p. 5; "Action Strategies," sec. V, 2: p. 9).

The current Hawaiian/second language graduation requirement will be modified in the following manner: before graduation all students must show competency at the 202 level in Hawaiian or a second language. They may, however, demonstrate this proficiency upon admission to the university, based on prior study or experience with a heritage language. Students who can demonstrate proficiency at any level will be granted the appropriate number of credits toward graduation (3-16 credits, depending upon the language and the placement level: i.e., 6-8 credits for placement into the second-year level, 12-16 credits for those who demonstrate proficiency at the 300-level). Individual language departments will be responsible for testing incoming students. All language divisions will be encouraged to develop courses that answer the specific needs of students in technical and professional fields and to work with the Department of Education to move forward in the implementation of the newly created DOE Foreign Language Standards.

Waiver Policy

In order to allow for needed flexibility while maintaining the principle of general education requirements, waivers to this requirement may be granted. The exact terms and conditions under which such waivers may be granted are to be determined by the Manoa faculty.

3. The "Wild Card" Option

Through engagement in an extraordinary educational experience approved by the UHM General Education Committee (such as a Study Abroad program, a social service internship or undertaking significant study of a third language), each student can earn one wild card. The wild card can be used to satisfy an appropriate 3-credit diversification and/or focus requirement.

C. Governance: Administering and Monitoring General Education

Upon revision of the by-laws of the UHM Faculty Senate, the General Education program will be administered by a UHM General Education Committee (GEC), an official UHM Faculty Senate committee. The committee will develop policies and procedures for implementing and monitoring the General Education program, and undertaking regular assessment of its educational effectiveness.

Under the GEC, faculty boards will oversee and direct specific aspects of the core (as is now done by the Manoa Writing Program Board for WI courses). These boards will both review proposals for courses to meet Foundations, Diversity and Focus requirements and foster curriculum development through workshops and colloquia. The Foundations-Requirement Board will include representatives from the three specified areas; this Board will work with individual faculty as well as the learning communities and freshman experience committees

to foster the aims and goals of the Foundations Requirement courses. Appropriate faculty will be appointed to the Hawaiian, Asian, and Pacific Focus Board, the Contemporary Ethical Issues Board and the Oral Communications Board. The Board of the Manoa Writing Program will continue to oversee the Writing Intensive focus requirement. The GEC and faculty boards will include faculty from diverse backgrounds and undergraduate student representatives appointed by student government.

COLLEGE REQUIREMENTS

Each College or School determines the number of credits required for degrees involving departments and programs (often called “majors”) located within it. The college or school may establish additional requirements. These requirements typically specify areas (e.g., 2 courses in management) and number of credit hours (e.g., 9 credits of literature and language).

MAJOR REQUIREMENTS

Each department or program sets course and credit requirements for its major. It will also ensure that all students who graduate with the major

- 1) are proficient in the primary information-accessing and information-processing methods of the field; by either integrating such skills within courses or research projects or by recommending an appropriate course offered in another department (computer/info sciences etc.);
- 2) are proficient in the problem-solving and oral communication methods of the field;
- 3) have had training and experience in the modes of inquiry and analysis appropriate to the field. The purpose is to have all students actively engaged in scholarship at a high level, and to avoid having students completing their degrees by means of passive learning alone.