Agenda - UH Hilo Faculty Congress Meeting
October 17, 2014 in the EKH Building, Room 127

Approval of minutes from the last meeting

Faculty Congress Chair Report

Update from Vice Chancellor for Academic Affairs

Committee Reports and Vote to Approve Committee Membership
- Assessment Support, Seri Luangphinith
- Academic Policy, James Beets
- Student Success and Admissions, Faith Mishina
- Budget Review, Roberta Barra
- Curriculum Review, Norbert Furumo
- General Education, Michael Bitter
- Program Review, Mitchell Anderson

Ad Hoc Committee Reports
- Monthly Speaker Series, Emmeline de Pillis
- Standard Weekly Schedule Analysis Committee, Committee to be formed
- UNIV 101 Analysis Committee, Norbert Furumo

Other Committee with Faculty Congress Representation
- Prior Learning Assessment Committee, Faith Mishina
- EMIT Committee, Seri Luangphinith
- Sustainability Committee, Shih-Wu Sung
- Parking Committee, Adam Pack
- Rose Tseng Lecture Series, Jan Ray

Liaison Reports
- Curriculum, Jean Ippolito
- Professional Development, Jan Ray
- Distance Learning, Jan Ray
- WASC, Seri Luangphinith

Faculty Senate Chair Updates
- CAS, Jean Ippolito
- CAFNRM, Mike Shintaku
- CoBE, Roberta Barra
- KHUOK, Iota Cabral
- Pharmacy, Andre Bachmann
- Library, Kathleen Stacey

Old Business:

- Motion to Fast Track selected Curriculum Changes (1st reading was Sept 19th) ***DOCUMENT IS ATTACHED as Appendix A***
- Guidelines for designing a course as Applied Learning ***DOCUMENT IS ATTACHED as Appendix B***

New Business

- Motion to hire APT for Curriculum ***DOCUMENT IS ATTACHED as Appendix C***
- Motion to include Registrar in the Curriculum Review Process at earlier stage ***DOCUMENT IS ATTACHED as Appendix D***

Appendix A

Motion#1: To Fast Track Selected Minor Curriculum Changes

Whereas it can take as much as a year and a half or more for any curriculum changes to go through the curriculum review process.

Whereas there are instances where minor modifications to curriculum are necessary, such as catalog corrections, course title or description clarifications, minor numbering or alpha changes, and prerequisite substitutions within departments.

Whereas these changes are not substantive and do not require the entire review process, but rather a review by the Curriculum Coordinator and a representative from Faculty Congress.

Therefore, it is recommended that a list of minor modifications to curriculum such as simple catalog corrections, course title or description clarifications, minor numbering or alpha changes, and prerequisite substitutions within departments (items that do not impact the structure of the existing course or program) be identified, documented, and submitted to the Campus-wide Curriculum Review Committee Chair of Faculty Congress to approve for fast tracking to the Registrar, rather than going through the entire curriculum review process.

Appendix B

Guidelines for Designing a Course as Applied Learning

Applied learning experiences engage students in a variety of real-world situations requiring them to put into action the knowledge and skills they are developing in their coursework. They can be broadly classified as internships, community-based projects, service learning, creative activities, research, practica, simulation exercises, or capstone experience/project. Descriptions, criteria and exemplars for these forms of applied learning experiences are provided below.

A. <u>Internship</u>

Activities in which knowledge and skills are applied in a real-life setting under the guidance/supervision of a mentor with expertise in the area of application. Internships help to provide real world experience to those looking to explore or gain the relevant knowledge and skills required to enter into a particular career field.

Minimum Criteria

A set of well-defined learning objectives and the activities designed to achieve them have been identified to guide and evaluate the learning process.

The internship is similar to training which would be given in an educational environment.

Students identify the activities they have participated in and how they have advanced their learning objectives on a weekly basis.

The intern is evaluated by their supervisor at regular intervals during the internship process and provided with feedback on their performance.

Students have the opportunity to reflect on their experience in a way that helps to reveal how the learning objectives have been achieved.

Exemplar

A marketing student designing an advertising strategy under training and supervision of the firm's marketing director.

B. <u>Community-Based Project</u>

Student's partner with community organizations in addressing and providing solutions to problems the organization is facing while applying the principles and skills they are learning in their coursework. These projects typically focus on the development of problem solving and critical thinking skills and reflect activities students can expect to address during their professional careers.

Minimum Criteria

In order to meet the minimum criteria, the community-based project must:

Partner students with an entity outside the classroom, be it for a profit or non-profit organization in the local community, or a department or other entity within the university.

Be designed to address a problem or issue the entity is facing, with practical outcomes that help to advance their organizational goals.

Utilize the fundamental knowledge and skills being developed in the course in addressing the project partner's problem or issue.

Advance the learning objectives for the course.

Exemplar

A sociology class partners with an orphanage to find a solution to the problem of increased abandonment; then provides educational outreach to area families and resources to promote family unity.

C. <u>Service Learning</u>

Students participate in an organized service activity that meets identified community needs, and reflects on the service activity in such a way as to gain further understanding of curricular content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. Service learning is distinct from community based projects in that they tend to focus on broader social and environmental issues and the activities may not approximate an activity that they can expect during their professional careers.

Minimum Criteria

It involves students in community service activities and applies the experience to both personal and academic development.

There should be a balance between learning objectives and service outcomes.

Course objectives should be linked to real community needs that are designed in cooperation with community partners and service recipients.

Course materials must clearly inform students of the role of service in the course and its relationship to academic dialogue and comprehension.

There must be a form of structured reflection that ties the service experience back to the specific learning objectives for the exercise and the course.

Exemplar

Same sociology class partners with an orphanage to beautify a neighborhood (murals, landscaping, trash pick-up) as part of keeping families together.

D. <u>Creative Activities</u>

Involves the application of knowledge and skills in the creation, production, performance and/or exhibition of creative output. This would include a major art exhibit, reading, recital, play, or equivalent performance.

Minimum Criteria

Course objectives should establish a clear link between knowledge and skills development and the performance of the appropriate creative activity.

The creative activity should reflect the discipline for which the course was designed.

The creative activity should be created for public reception or viewing.

Exemplars

Major art exhibit or creative output (book, portfolio, etc.)
Public reading
Public recital or performance

E. __Research__

Application of knowledge and skills in any research-based endeavors (laboratory, field studies or faculty directed research) that approximate what the student can expect to encounter in the 'real world' in which the field of study resides.

Minimum Criteria

Course objectives should establish a clear link between knowledge and skills development and the research activity.

The research activity should reflect the discipline for which the course was designed.

The research activity should approximate what the student can expect to encounter in the 'real world' in which the field of study resides.

Exemplars

Laboratory
Field studies
Faculty directed research

F. __Practica__

Practica is a set of supervised practical training experiences in the sequence of professional training within a field that are designed to meet the training goals of the particular program. It promotes the integration of academic integration of academic knowledge with practical experience by applying and extending the knowledge, skills and attitudes learned in the programs classroom based components.

Minimum Criteria

Practicum training should be organized and developmental in nature.

Students should be academically prepared and deemed otherwise suitable for their practicum site by the program prior to and during the practicum experience.

Practicum experiences should be consistent with the training needs of the students.

Practicum sites should be consistent with the program mission and goals.

Written agreements should exist with each practicum site that include site, program, and student responsibilities.

Programs should maintain consistent contact with practicum sites.

A minimum percentage of required practicum hours should be accumulated in 'direct service' to the client (patient, students, etc.).

Practicum students should be provided with the appropriate quantity and quality of supervision for the practicum experience.

Practicum supervisors should provide feedback to students on regular intervals during the practicum process.

Exemplars

Nursing Adult Health Care with Practicum
Psychology Practicum
Pharmacy Practicum

G. <u>Simulation Exercises</u>

Simulation is the imitation of the real-world operation of a process over time. Simulation exercises involve the application of knowledge and skills to activities or decisions that are designed to closely replicate those found in a real world setting. These activities can occur both in and/or outside of the classroom.

Simulation exercises should be closely linked to course learning objectives.

Simulation exercises should closely mirror problems, decisions, and/or situations that students can expect in the real world as it relates to the discipline being taught in the course. That is, they should be valid in their representation of the real world.

Simulation exercises should have predictable outcomes, either in terms of process or in product. In that sense, they should be reliable and provide learning and teaching opportunities following decision rounds.

Simulation exercises should promote the use of critical and evaluative thinking.

Simulation exercises should provide results for student decisions, both positive and negative, from which they can learn from and base future decisions on.

Simulation exercises should be coupled with opportunities for reflection and discussion following the exercise.

Exemplars

Mock job interview
Administering an IV injection using a dummy
Making management decisions using an online simulation exercise

H. <u>Capstone Experience/Project</u>

A capstone experience/project is designed to bring reflection and focus to the whole of the college experience and focus on some feature of the student's area of concentration in using the skills, methodology, and knowledge taught throughout the undergraduate/graduate curriculum in addressing problems in the real world.

Minimum Criteria

A capstone experience/project should occur during the last 45 hours of the student's coursework.

The nature of the academic work should fall within the purview of the student's area of concentration, but should also draw upon knowledge acquired during the entirety of the student's education.

The capstone experience/project should involve field experience or a real-world component that reflects

Exemplars

Write a grant
Create a new business plan/proposal
Develop new software

Appendix C

Motion#2: For hiring an APT to fill the full-time Curriculum Coordinator position requested by Faculty Congress in the Spring 2011 motion:

Whereas the following motion to create a full-time Curriculum Coordinator position was passed unanimously by Faculty Congress in Spring 2011:

"The CCRC requests that the University create a full-time position for a Curriculum Coordinator who will be responsible for facilitating the development and review processes of curriculum."
(Vote was 16 for, 0 opposed, 2 abstain. Motion passed.)

Whereas the problems with the process of Curriculum Review still remain a major concern.

Whereas these problems cannot be resolved by a single faculty member with one course release.

Whereas curriculum decisions and their implementation need to be owned by Academic Affairs.

Therefore, the Faculty Congress requests the administration fill the full-time Curriculum Coordinator position in a Curriculum Office within Academic Affairs as soon as possible.

Appendix D

Motion#3: For including the Registrar's office in the early curriculum review process rather than at the CCRC level.

Whereas, curriculum proposals and modification requests go through several levels of review before being reviewed by the Campus-wide Curriculum Review Committee of Faculty Congress, and then are sent back for alpha, numbering and syntax changes when there is not enough time for the proposer to make revisions before the Registrar's final deadline.

Whereas, it would be more appropriate for the Registrar's delegate to make requests for alpha, numbering and syntax revisions at an earlier stage in the curriculum review process.

Whereas, members of the Campus-wide Curriculum Review Committee may change yearly so that institutional history concerning process and method can be lost from year to year.

Therefore, it is recommended, that the Registrar's Office be included in the early reviews by the Curriculum Manager for catalog entry, formatting, syntax, numbering errors and conflicts, prior to submission to the CCRC level, and that a curriculum representative from Academic Affairs be invited as an ex-officio member of the Faculty Congress Campus-wide Curriculum Review Committee to maintain the institutional memory of the curriculum process.