Honolulu Community College
General Education Board
February 13, 2015

General Education Board Charter

A. Articulation Sub-Board Charters
   - Foundations
   - Diversification
   - Writing Intensive (WI Focus)
   - Hawaiian, Asian, and Pacific Issues (HAP Focus)
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   - Speech

B. Career and Technical Education Sub-Board Charter
Honolulu Community College
General Education Board Charter

Statements of Purpose

1. Acts as a clearinghouse for information on articulation of courses, campus certification of courses and instructors, certification procedures, and system-wide articulation requirements and status.

2. Acts as the central hub for the distribution of application materials for articulation and certification.

3. Sets policy in articulation and certification situations that are not covered by the purviews of the articulation and certification sub-boards.

4. Acts as information distributor for the chairs of the various articulation and certification sub-boards, all of whom are de-facto members of the General Education Board (GEB).

5. Is the final arbiter for disputes about interpretation of hallmarks, requirements, and basic standards for articulation and certification that are not specifically covered in the purviews of the Honolulu Community College (HCC) Faculty Senate Executive Committee (FSEC) or the individual articulation and certification sub-boards and their committees.

Authorization
The GEB is authorized by the HCC FSEC, which has delegated authority for representing HCC in negotiating articulation agreements for transfer-level courses to and from all other campuses in the UH System to the GEB. The GEB reports to the Committee on Programs and Curricula (CPC), which oversees the work of the GEB with respect to curriculum actions and curricular issues for HCC. The CPC approves the charter of the GEB. The FSEC ratifies the charters of the GEB and its subcommittees, and makes the final decision in the case of major academic policy issues.

Scope of Authority
The GEB has the authority to require its sub-boards and committees to assess courses, to provide assessment plans and results of assessment activities for review and approval.

Responsibilities
Co-chairs of the GEB have responsibilities beyond conducting meetings and carrying out administrative and other duties required by decisions of the GEB. Co-chairs:

1. Act as a hub for the distribution of applications for certification to the articulation and CTE sub-boards.

2. Maintain communication among sub-boards.
3. Make available to the campus community, documentation of procedures, meetings, decisions, on the intranet.

4. At the end of each academic year, submit a summary report of decisions made by its sub-boards to the CPC.

5. The GEB shall review its charter and recommend changes when needed.

All other duties that are necessary and consistent with the position of the co-chairs – that do not usurp the legitimate and exclusive decision-making responsibilities and authority of the GEB, other GEB sub-boards, and other HCC campus committees – should be exercised when necessary.

Committee Composition and Governance

Membership

1. GEB membership is composed of the chair from each committee of a sub-board: CTE (a CTE faculty member), Foundations (a UC faculty member), Diversification (a UC faculty member), and Focus/Speech (a UC faculty member from each committee). A diagram of the structure of the GEB, sub-boards, and committees appears at end of document (approval of revised Fall 2014 GEB structure approved by the CPC December 19, 2014 and ratified by the FSEC February 13, 2015.)

2. The CTE sub-board chair and one of the UC sub-board chairs serve as voting members on the CPC Board. Election of the UC sub-board chair representing the GEB at CPC occurs at the last meeting of the academic year.

Meetings, Decision Making, Attendance

1. Meetings shall be conducted formally, whether in person or electronic, with formal discussion and decision making to be taken. When scheduling meetings, effort shall be made to ensure attendance by all GEB members.

2. Decision-making will be done by consensus, a process in which all members involved in the decision-making have had input into the discussion, understand the decision, and will publicly support it. Once consensus is reached, the decision will be considered as passed and the result recorded.

3. It is the responsibility of each member to attend meetings. If a member is unable to attend a meeting, he/she is responsible for finding a replacement and awarding a proxy to that person.

4. Non-attendance will mean loss of input in the decision making process for items or issues raised during the meeting that a member did not attend or arrange a proxy. A chronic lack of attendance is grounds for the GEB to request, from the member’s sub-board, replacement of that sub-board’s representative with one able to attend.
Course Review Deadlines
The GEB will encourage the making of decisions by sub-boards and their committees in a timely manner. Decisions should be completed according to the DCCs and CPC schedules, with the requirement that courses intended for inclusion in the upcoming catalog are reviewed at least two weeks prior to the date required by the unit DCC so that changes can be given to CPC within the stated schedule for catalog inclusion in the desired semester.
Honolulu Community College
Sub-Board Charters

A. Articulation Sub-Boards
The articulation sub-boards and committees include:

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Statements of Purpose
The articulation sub-boards and committees review courses and instructors (in the case of instructor-based certification) for articulation in accordance with UH system agreements. The goal is to provide a transparent structure for articulation of HCC courses into the UH system that is both efficient and answers articulation needs. Sub-boards and committees will:

1. Serve as resources and guides for faculty who wish to apply for certification of a general education designation.

2. Review applications for certification and re-certification designation.

3. Undertake periodic review of all certified courses or instructors within its core category for re-certification, evaluating applications based on effectiveness in meeting assessment criteria and assessment of assessment established by the sub-board, committee, and instructor.

   For course-based certifications, where there are multiple sections of the courses taught by different instructors, sub-boards will ensure that certification includes documentation for ensuring parity across sections. Documentation will include how instructors will be vetted to teach the course, consistency of student learning outcomes, syllabus content, assessment, and assessment of assessment.

4. Create clear standards by which applications for designation will be judged, based on hallmarks approved by the University of Hawai’i Board of Regents.

5. Create clear standards by which transfer courses can be evaluated for designation as equivalents.
6. Acts as the delegated representative body for Honolulu Community College (HCC) in negotiating articulation agreements for transfer-level courses to and from all other campuses in the UH System.

**Authorization**
The articulation sub-boards are authorized and overseen by the General Education Board (GEB).

**Scope of Authority**
The articulation sub-boards and committees will be responsible for certifying courses or instructors (in the case of instructor-based certification) as meeting articulation designation hallmarks and requirements. Sub-boards, through the GEB, have the authority to negotiate agreements with other UH campuses regarding articulation of designated courses, and to implement the decisions made in those negotiations. Sub-boards and committees further have the authority to revoke designation from any course or instructor that is for any reason not compliant with the sub-board or committee requirements and guidelines.

**Responsibilities**
In addition to fulfilling the Statements of Purpose for Articulation Sub-Boards, sub-boards and their committees shall:

1. Maintain communication with the GEB.

2. Develop and implement procedures for certifying, reviewing, approving, and periodically re-certifying courses based on the core hallmarks in the designated area.

3. Determines general education designation of non-UH transfer courses.

4. Maintain records of all applications, certifications, re-certifications, assessment and assessment of assessment data and information. Such documentation will become a matter of record and made available to the campus community.

5. Once each semester, report to the Vice Chancellor of Academic Affairs (VCAA) decisions made, including courses and instructors reviewed and approved for designation or recertification. The VCAA undertakes to ensure that all applicable college communications reflect decisions made by the sub-boards including banner, the college catalogue, articulation websites and graduation checklists.

6. Submits a summary report to the GEB at the end of each academic year.

7. The sub-boards shall review this charter and recommend changes when needed.
Committee Composition and Governance

Membership
Members may include any HCC faculty, although efforts should be made to have a faculty member from a field related to the committee’s designation.

1. Each sub-board committee shall consist of members from the CTE and UC faculty as described below. One of the UC faculty members will serve as chair of the committee. Specifically:

Foundations Sub-Board
a. Consists of a minimum of 8 members; two from each of the following three areas: (1) Written Communication FW, (2) Symbolic Reasoning FS, and (3) Global & Multicultural FG, and two members from CTE.

b. Hallmark applications are reviewed by all members, following the Foundations Board Operating Guidelines found on HCC Intranet.

c. Consists of a chair who shall be a UC faculty member selected from and elected by members of the Sub-Board. The chair is also a member of the GEB.

d. The chair will represent HCC on the system Foundations Board.

Diversification Sub-Board
a. Consists of one committee covering the following areas: (1) humanities, arts, and literature; (2) natural sciences; and (3) social sciences.

b. The Diversification committee shall consist of three members from the UC faculty and two members from the CTE faculty.

c. Consists of a chair who shall be a UC faculty member selected from and elected by members of the Diversification committee.

d. The chair shall be a member of the GEB and report to the System Diversification Board.

Focus and Speech Sub-Board
a. Consists of four committees covering the following areas: (1) Written Communication; (2) Hawaiian, Asian, and Pacific issues; (3) Ethics; and (4) Speech.

b. Each committee shall consist of three members from the UC faculty.

c. Each committee shall consist of a chair who shall be a UC faculty member selected from and elected by members of the committee.

d. All chairs (4) shall be a member of the GEB and report to the
System Focus and Speech Boards.

Committee chairs appoint UC faculty to the UC faculty positions. Members shall be chosen from faculty across the campus who teach courses in the designated area.

Reasonable efforts shall be been made to fill a committee. However, if it is not possible to fill a committee with equal numbers of CTE and UC faculty, the committee may proceed with deliberations.

Membership on CTE sub-board
At the last meeting of the academic year, the articulation sub-boards chairs will meet to elect two UC faculty from the articulation committees to serve on the CTE sub-board.

These two representatives are responsible for consulting with articulation committees about CTE applications, certification, and academic policy issues, especially when areas of application and/or issues are outside the representative’s domain of expertise.

Meetings, Decision Making, Attendance
a. Meetings will be held as frequently as necessary to complete the sub-board’s and/or committee’s work prior to DCC and CPC deadlines. When scheduling meetings, effort shall be made to ensure attendance by all. Meetings shall be conducted formally, whether in person or electronic, with formal discussion and decision-making by consensus.

b. Decision-making will be done by consensus, a process in which all members involved in the decision-making have had input into the discussion, understand the decision, and will publicly support it. Once consensus is reached, the decision will be considered as passed and the result recorded.

c. It is the responsibility of each member to attend meetings. If a member is unable to attend a meeting, he/she is responsible for finding a replacement and awarding a proxy to that person.

d. Non-attendance will mean loss of input in the decision making process for items or issues raised during the meeting that a member did not attend or arrange a proxy. A chronic lack of attendance is grounds for the GEB to request, from the member’s sub-board, replacement of that sub-board’s representative with one able to attend.
B. Career and Technical Education Sub-Board

Establishment
The Career and Technical Education (CTE) is a subcommittee of the General Education Board (HCCP #5, April 27, 2012).

Scope of Authority
The CTE General Education Board (henceforth referred to as the “Board”) will be responsible for the designation of HCC courses as meeting CTE General Education requirements. The Board has the authority to revoke designation from any course that is, for any reason, not compliant with the Board’s requirements and guidelines.

Purpose
The purpose of the CTE General Education Board is to review courses for certification and re-certification for inclusion in the CTE general education categories for the A.S., A.A.S and A.T.S. degrees as described in HCCP #5.213.

The skills and competencies for the above degrees should be in conformance with the recommendations listed in the Report of the Associate in Science (A.S.) Degree Task Force. The CTE general education categories are aligned with the aforementioned recommendations and address the ACCJC General Education Standards II.A.3.

The differentiated degrees are aligned with the 2002 UHCC Strategic Plan goal to promote workforce and economic development with educational and training programs that meet changing workforce requirements. All CTE programs have community-based program advisory committees where there are continuous, ongoing discussions of the college’s program curricula and the number and quality of graduates produced by the programs. Additionally, CTE programs may be subject to external standards that directly impact both program specific and general education curricula such as industry certifications and statewide initiatives such as the Hawaii Career Pathway System.

Responsibilities
1. Establish and update the procedures for reviewing, approving, and re-certifying courses based on the category’s skills and competencies or hallmarks.

   For course-based certifications, where there are multiple sections of the courses taught by different instructors, the Board will ensure that certification includes documentation for ensuring parity across sections. Documentation will include how instructors will be vetted to teach the course, consistency of student learning outcomes, syllabus content, assessment, and assessment of assessment.

2. Review all applications requesting certification or re-certification for CTE general education categories.

3. Develop clear standards or criteria by which applications for certification into categories will be determined.
4. Serve as faculty resources for faculty who wish to apply for certification.

5. Maintain records of all CTE course application, certifications, and re-certifications.

6. Maintain and update all information pertaining to the CTE general education courses.

7. Obtain, maintain, and update records of all certified, re-certified, and de-certified liberal arts courses for the CTE general education categories. The GEB shall share information of all its approved course applications and correspondence related to other matters such as de-certified courses each semester for inclusion into the CTE general education categories.

8. Maintain regular communication with the VCAA to ensure that all decisions are reflected in college communications such as the college catalog, Web sites, and graduation checklists.

9. Maintain representation on relevant campus committees, including the CPC.

10. Maintain communication and submit a summary report at the end of each academic year to the GEB.

Committee Composition and Governance

1. Membership
   a. The Board shall be composed of two faculty members from Tech 1 Transportations and Trades, two faculty members from Tech 2 Communication and Services, two faculty members from the articulation sub-boards and one CTE academic counselor. Members from each Tech I and Tech II division will serve staggered two-year terms to ensure continuity.

   b. Tech 1, Tech II, UC, and Student Services faculty shall elect or appoint members to serve on the CTE Board and articulation sub-boards from their respective divisions. The same CTE faculty may serve on multiple GEB committees.

   c. Board members shall attend all meetings. Non-attendance will mean a loss of status for decisions taken during the meeting. Chronic absences shall be grounds for the board to request that the GEB, in consultation with the Chair of the Committee on Committees remove the member of the board and replace with another faculty member from the same division.

   d. The Chair of the Committee on Committees in consultation with the GEB shall fill unforeseen vacancies – on the CTE sub-board and articulation sub-boards – during the year. The Committee on Committees Chair may delegate the responsibility to appoint members to all sub-boards – CTE and articulation – to the Board Chair.
Reasonable efforts shall be been made to fill the Board membership. However, if it is not possible to fill the Board with the designated numbers of CTE and UC faculty, the Board may proceed with deliberations.

2. Leadership
   a. The Chair of the CTE Board shall be a CTE faculty elected from Tech I or Tech II by the Board members at the first meeting of each academic year to serve for that academic year.

   b. The Board Chair shall manage the Board and its meetings.

   c. The Board Chair shall be responsible for the dissemination of information to the CTE faculty related to CTE General Education requirements, deadlines, and other related matters.

   d. The Board Chair shall initiate and maintain timely communication with the VCAA regarding Board decisions and/or pertinent matters.

   e. The Board Chair shall be a member of the General Education Board and the Committee of Programs and Curricula (CPC) and other relevant committees.

3. Meetings
   a. The Board shall determine the time and place of its meetings, provided that meetings are scheduled prior to DCC and CPC deadlines and in a timely manner to insure inclusion of new or modified courses or the deletion of obsolete or de-certified courses in the college’s catalog. When scheduling meetings, effort shall be made to ensure attendance by all members.

   b. The Board shall determine the procedures for its meetings.

   c. Decision-making will be done by consensus, a process in which all members involved in the decision-making have had input into the discussion, understand the decision, and will publicly support it. Once consensus is reached, the decision will be considered as passed and the result recorded.

   d. It is the responsibility of each member to attend meetings. If a member is unable to attend a meeting, he/she is responsible for finding a replacement and awarding a proxy to that person.

   e. Non-attendance will mean loss of input in the decision making process for items or issues raised during the meeting that a member did not attend or arrange a proxy. A chronic lack of attendance is grounds for the CTE board to request replacement of that sub-board’s representative with one able to attend.

   f. The Board Chair or designee shall be responsible for the recording of the proceedings and decisions of meetings.
4. Reporting
   a. The Board Chair shall report the Board’s decisions to the VCAA once a semester. The VCAA shall be responsible for ensuring that all applicable college communications reflect decisions made by the Board including Banner, program checklists, and college catalog.

   b. The Board Chair shall report to the GEB on its activities at the end of each academic year.

Review and Changes to the Charter
   a. The Board shall review this charter and recommend changes when needed.

Reference for CTE Sub-Board Charter
   1. CCM#6004 Academic Credential: Degrees and Certificates Revised February 1, 2002


   4. HCCP #5.213 General Education policy

   5. ACCJC General Education Standards II.A.3


HCC General Education Charter and Sub-Board Charters
   HCC General Education Board approval, April 15, 2013
   HCC Committee on Programs and Curricula approval, April 26, 2013
   HCC Faculty Senate Executive Committee ratified, May 10, 2013
HCC General Education Charter and Sub-Board Charters Modification Fall 2014
HCC General Education Board approval October 10, 2014
HCC Committee on Programs and Curricula approval December 19, 2014
HCC Faculty Senate Executive Committee ratified February 13, 2015