

UHM General Education

Foundations Course Designation Proposal

Global & Multicultural Perspectives Symbolic Reasoning Written Communication

The UHM Foundations Board invites UHM departments to propose that a 100- or 200-level course satisfy a Foundations requirement. The Foundations Board will review all proposals to ensure that approved courses meet Foundations Hallmarks. If clarification is needed, a Board member will contact the department chair. If the Foundations Board and the General Education Committee approve the proposal, all sections of the course will be designated as satisfying the requirement. The course will be reviewed every five years.

Fax or send this form and the requested information to the General Education Office, 956-9170 (fax), Bilger 104. Alternatively, submit all materials electronically, gened@hawaii.edu.

**Deadlines: first Wednesday in November (for fall semester)
first Wednesday in April (for spring semester)**

The Foundations Board will accept late proposals. However, submitting a late proposal may not allow time for the negotiation that is sometimes necessary to secure approval for the desired start term. Approved courses that do not appear with the Foundations designation in the Catalog may have fewer enrollments than anticipated.

REQUESTED INFORMATION (for UHM courses only)

1. *Course information.* Subject _____ Course number _____
(e.g., "ANTH")

If the course is cross listed, please provide the cross-listing: Subject _____ Course # _____

Course title: _____

2. *Foundations area requested.* Check one.

Global & Multicultural Perspectives _____ Symbolic Reasoning _____ Written Communication _____

3. *Official course description.* Submit a copy of the official course description. The course description must be consistent with the Hallmarks of the Foundations area (see page 2).
(If the course is new or being modified to reflect the Hallmarks, include a copy of the UHM-1 or UHM-2 form that was submitted through the regular procedures.)

4. *Syllabus.* Submit a master syllabus. If multiple instructors teach the course and use varying texts and/or assignments, include three representative syllabi.

5. *Assessment.* Provide a brief explanation of how the department will demonstrate in five years that this course has been meeting the Foundations Hallmarks.

6. *Application questions.* Provide a separate answer to each question (see page 2).

7. *Signatures.* Department chair's signature is required.

Department chair's printed name

Department chair's signature

Date

Dept. chair's email

Campus address

Campus phone

Foundations Hallmarks & Application Questions (Hallmarks in bold)

Explanatory Notes for each hallmark are at <http://www.hawaii.edu/gened/foundations.htm>.

GLOBAL AND MULTICULTURAL PERSPECTIVES (FG): To satisfy the FG requirement, a course will

1. **provide students with a large-scale analysis of human development and change over time.** (Note: the two FG courses will together cover the whole time period from pre-history to present. *Where does your course best fit in this scheme: Group A—content primarily before 1500 CE; Group B—content primarily after 1500 CE; or Group C—pre-history to present?*)
2. **analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.** *Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered?*
3. **offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.** *Which of these aspects of development are analyzed? How does the course recognize diversity? In what ways are analyses integrated?*
4. **examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.** *What processes of cross-cultural interaction are examined?*
5. **include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.** *What components of Hawaiian, Pacific, or Asian societies and their cultural traditions are included in the course?*
6. **engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.** *List the items that students will analyze and briefly explain what perspectives they represent.*

SYMBOLIC REASONING (FS): To satisfy the FS requirement, a course will

1. **expose students to the beauty, power, clarity and precision of formal systems.** *How will the course meet this hallmark?*
2. **help students understand the concept of proof as a chain of inferences.** *How will instructors help students understand this concept?*
3. **teach students how to apply formal rules or algorithms.** *How will instructors meet this hallmark?*
4. **require students to use appropriate symbolic techniques in the context of problem solving, and in the presentation and critical evaluation of evidence.** *What symbolic techniques will be required and in what contexts? How will presentations and evaluations of evidence be incorporated into the course?*
5. **not focus solely on computational skills.** *What reasoning skills will be taught in the course?*
6. **build a bridge from theory to practice and show students how to traverse this bridge.** *How will instructors help students make connections between theory and practice?*

WRITTEN COMMUNICATION (FW): To satisfy the FW requirement, a course will

1. **introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences.** *What forms of writing are taught in the course? What purposes and what audiences will students address?*
2. **provide students with guided practice of writing processes—planning, drafting, critiquing, revising, and editing—making effective use of written and oral feedback from the faculty instructor and from peers.** *How will the instructors guide students and help them make effective use of instructor and peer feedback?*
3. **require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages.** *How many pages of finished prose will each student complete?*
4. **help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.** *How will instructors help students develop information literacy? How will students learn to incorporate and acknowledge sources appropriately?*
5. **help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.** *What reading strategies will be taught? How will students learn to make effective use of sources in their own writing?*