Chapter 4 is primarily for members of the Foundations Board. It explains the members’ responsibilities and duties and the composition of the Board. Foundations requirements are listed in chapter 1.

This chapter is based on the Faculty Governance of UHM General Education document, GEC policies, and the Memorandum of Understanding [MOU].

Responsibilities, Personnel, Duties

Responsibilities

The Foundations Board works with departments, individual faculty, and first-year programs to foster the aims and goals of the Foundations requirements. The Board periodically reviews the Hallmarks and learning objectives for each Foundations area in an ongoing dialogue with its constituents (students, faculty, and Foundations representatives from other UH campuses). It reviews and makes decisions on course proposals requesting a Foundations designation.\(^1\) It evaluates student learning objectives (SLOs) and the effectiveness of the Foundations requirements, in cooperation with the GEC and the Assessment Office (AO). It recommends policies and procedures to the GEC regarding the Foundations requirements.

**Annual Report:** The Foundations Board chair prepares an annual report and submits it to the GEO in mid-April. The GEC chair incorporates that report into a full Gen Ed report that reflects all Gen Ed activities that year. The full report is submitted to the Faculty Senate [MOU items 7 & 8]. Chapter 9 includes the latest reports from the GEC and board chairs as well as report guidelines.

**GEO Advisory Group:** Board chairs meet with the GEO Director and staff and the GEC chair and vice chair as needed each semester. Members exchange information but do not create policy.

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\(^1\) In December 2012, the GEC approved a Foundations Board proposal to waive GEC review/approval when the Foundations Board unanimously recommends approval. However, due to logistical issues and other concerns, the policy was rescinded in October 2013. The GEC revisited the proposal in Fall 2017 and ultimately agreed to delegate decision-making authority for all Foundations proposals to the Foundations Board, effective October 2017.
Personnel

The Foundations Board has 7 voting members recommended by the Committee on Faculty Service (CFS) and appointed by the Mānoa Faculty Senate Executive Committee (SEC) [approved by the Faculty Senate, 3/21/07]. An 8th non-voting member is a liaison from the GEC. A liaison from the GEO also attends meetings to provide administrative and logistical advice and support. Voting members serve 3 years (from July 1 through June 30). No member may serve more than 4 consecutive years. Board members are selected using these guidelines:

- 3 voting members are assigned a “special responsibility”:
  - Global & Multicultural Perspectives (FG)
  - Quantitative Reasoning (FQ)\(^1\)
  - Written Communication (FW)
- 1 voting member represents first-year programs; chosen and sent by the committee overseeing first-year programs \(^2\)
- 3 voting members represent the full range of undergraduate education
- 1 non-voting member is a liaison from the GEC and serves as the communication channel between the two faculty groups.

The Foundations Board elects its own chair and vice chair.

Duties of Foundations Board members

1) Periodically review and refine the Hallmarks, guidelines, and other criteria for the acceptability, continuation, or deletion of Foundations courses, in an ongoing dialogue with its constituents (students, faculty, and Foundations representatives from other UH campuses);
2) assist the GEO in developing and revising standard memos and course proposal forms;
3) evaluate course proposals and designate courses to receive the FG, FQ, and FW designations; \(^3\)
4) foster the creation of new courses (in particular, linked courses in learning communities) through such activities as workshops or colloquia;
5) assist the GEC in maintaining a liaison with the UH System regarding articulation, transferability, and assignment of credit for courses in the Foundations areas;
6) in cooperation with the GEO, hold workshops for faculty who teach, or want to teach, Foundations courses, to explain the Hallmarks, to encourage innovation, and to ensure that voices of expertise are heard;
7) develop SLOs and conduct regular assessment of the effectiveness of the Foundations requirements, in cooperation with the GEC, the GEO, and the AO; and
8) guide policy development by reevaluating the effectiveness of the Hallmarks and Explanatory Notes.

\(^1\) In Fall 2015, the Manoa Faculty Senate voted to replace the Foundations-Symbolic Reasoning (FS) requirement with this requirement, which went into effect in Fall 2018.

\(^2\) In recent years, the appointment has been made by the Assistant Vice-Chancellor for Undergraduate Education.

\(^3\) In Fall 2017, the GEC delegated full decision-making authority to the Foundations Board for all Foundations proposals.
Foundations Hallmarks and Explanatory Notes

Below are the official Foundations Hallmarks created by the Foundations Board. In Spring and Fall 2006, the Foundations Explanatory Notes were developed through the joint efforts of faculty members from UH Mānoa, Honolulu CC, and Kapiʻolani CC, parties to the Multicampus Foundations Agreement. The Board uses these Hallmarks and Explanatory Notes to guide its review of courses. Changes to these require consultation with and approval of all Foundations Boards party to the Multicampus Foundations Agreement (as of Spring 2009: Honolulu CC, Kapiʻolani CC, Kauaʻi CC, Leeward CC, UH Maui College, Windward CC, UH Mānoa, and UH West Oʻahu). Changes to the Foundations requirements require Faculty Senate approval. This last occurred in Spring 2015, when the Mānoa Faculty Senate (MFS) voted to replace the Foundations-Symbolic Reasoning (FS) requirement with a Foundations-Quantitative Reasoning (FQ) requirement, and in Spring 2016, when the MFS approved the current FQ Hallmarks.

Global and Multicultural Perspectives (FG): 6 credits, 2 courses

**Hallmarks and Explanatory Notes**

To satisfy the Global and Multicultural Perspectives requirement, a course will

FG1. 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.)
   - The course must fall into one of the following categories: Group A (content primarily before 1500 CE), B (content primarily after 1500 CE), or C (pre-history to present)

FG2. 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.
   - Students will study multiple perspectives across time, space, and cultures. Some of the cultural material studied should reflect cultural differences.
   - The course should not be solely about a people or a country; it needs to be a global course.
   - Clear emphasis on multiple ideologies and methodologies (e.g., capitalism vs. socialism, individualism vs. communalism, globalism vs. protectionism, or humanistic vs. scientific).

FG3. 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.
   - The course should offer an integrative perspective on global change and diverse cultural traditions.
   - The course should identify common themes across multiple cultures.
   - The course should recognize diversity (examples could include within and between cultures and religions, subcultures within political units, or socio-economic class differences).
FG4. **examine processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity.**
   - The course should address how processes of interaction have shaped the world’s cultural mosaic through time.
   - The course should convey an understanding of how unique cultural traditions have survived cross-cultural interactions as well as how cultures have been changed through interaction.
   - The proposal should clearly identify the parts of the course that are cross-cultural, rather than isolating cultural groups or characteristics.
   - Dimensions of cross-cultural interaction such as religion should be examined as well as modes of interaction, e.g., migration, conquest, and trade.

FG5. **include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.** [modified 04/04/06 from “Pacific, and Asian societies” to “Pacific, or Asian societies”]
   - Students will study the development of unique cultural traditions and cross-cultural interactions from a wide variety of regions including Hawaii, the Pacific, or Asia.

FG6. **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.**
   - Students will gain an appreciation of the multiplicity of sources; there should be some balance between western and non-western sources of information (e.g., documents and text, oral traditions and performances, art, archaeological artifacts at different scales, paleontological remains, paleoenvironmental materials, or cultural landscapes).
   - Students will learn how to identify, assess, and analyze various sources of information on cultural behaviors, to organize them into systems of meaning, and to evaluate conclusions relative to the kinds of information available.
   - Students will learn how different materials can reveal different aspects of contemporary and past human development.

**Student Learning Objectives (SLOs)**

FGLO1. Demonstrate knowledge of human societies, cultural traditions, and foundational historical events;

FGLO2. Explain how cross-cultural contact contributes to the formation and change of cultures;

FGLO3. Compare and contrast selected perspectives and cultures in different geographies and from different historical eras;

FGLO4. Analyze cultural, economic, political, scientific, and/or social trends across a broad scale of time; and

FGLO5. Interpret and analyze primary source materials in relation to the social, economic, political, scientific and/or aesthetic values of its place of origin.
Quantitative Reasoning (FQ): 3 credits

FQ courses should strive to impart an appreciation for the relevance and usefulness of quantitative reasoning. We define quantitative reasoning as the ability to apply mathematical concepts to the interpretation and analysis of quantifiable information, expressed numerically or graphically, in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It includes the ability to:

- Understand and communicate quantitative information using such tools as variables and equations, graphs and charts, words/sentences;
- Apply math skills;
- Judge reasonableness of results; and
- Recognize the limits of mathematical or statistical methods.

The primary goal of FQ courses is to teach mathematical reasoning and tools at the college level. While additional course material (natural science, social science, etc.) can serve as a valuable context for learning these skills, it should not overshadow the primary goal.

Hallmarks and Explanatory Notes

To satisfy the Quantitative Reasoning requirement, a course will

FQ1. provide students with theoretical justifications for, and limitations of, mathematical or statistical methods, and the formulas, tools, or approaches used in the course.

FQ2. include application of abstract or theoretical ideas and information to the solution of practical quantitative reasoning problems arising in pure and applied research in specific disciplines, professional settings, and/or daily and civic life.

- A minimum of 10% of course content (lecture content, homework problems, and exam problems) should include practical examples. Faculty members are encouraged to exceed this.
- Practical examples might involve a physical situation, professional application, or daily life. Faculty members are encouraged to situate some practical examples in a rich context.
- Practical examples should be integrated throughout the academic term.

FQ3. provide opportunities for practice and feedback that are designed to help students evaluate and improve quantitative reasoning skills by including a course component at least once per week with a maximum 30:1 student-to-teacher ratio.

- Examples of acceptable formats include, but are not limited to: small lectures with maximum enrollment of 30 students; large lectures with 30-student-maximum weekly recitation sections, discussion sections, or problem sessions led by trained graduate assistants or trained undergraduate peer tutors; large lectures with weekly 30-student-maximum supervised computer lab sessions designed to reinforce and practice lecture material.
- Acceptable training for graduate students and undergraduate peer tutors may include, but is not limited to, University and/or Departmental start-of-semester TA training, weekly course TA meetings, or other consistent guidance and supervision by faculty.
**FQ4.** be designated so that students will be able to

a. identify and convert relevant quantitative information into various forms such as equations, graphs, diagrams, tables, and/or words;

b. select appropriate techniques or formulas, and articulate and evaluate assumptions of the selected approaches;

c. apply mathematical tools and perform calculations (including correct manipulation of formulas);

d. make judgments, create logical arguments, and/or draw appropriate conclusions based on the quantitative analysis of data, the assumptions made, the limitations of the analysis, and/or the reasonableness of results; and

e. effectively communicate those results in a variety of appropriate formats.

- Individual practical examples will likely emphasize some aspects of this Hallmark while omitting others. However, the course as a whole must ultimately address each aspect of this Hallmark.
- Hallmark 4 is intended to help students identify the major components or factors involved in an analytical problem and determine the arrangement of evidence in evaluating the problem.

**Student Learning Objectives (SLOs)**

FQLO1. **Select** an appropriate mathematical approach for a given problem or practical application, identify relevant quantities or other information for the selected approach, and verify that the assumptions and limitations of the mathematical approach selected are appropriate for the relevant practical problem;

- **Herein,** a “mathematical approach” refers to a set of formulas, models, algorithms, or other mathematical or statistical methods.

FQLO2. **Convert** relevant quantities/information into the necessary symbolic, numerical, or graphical form as needed for the selected approach;

- **Conversion** includes explaining the meanings of individual variables in a given context, and correctly associating quantities with their corresponding variables.

FQLO3. **Use** mathematical approaches successfully, including performing correct chains of algebraic steps, symbolic manipulations, and/or numerical calculations;

- **Successful use** also includes identifying the names and explaining the meanings of operational symbols and using them correctly in a given context.

FQLO4. **Evaluate** the validity of a mathematical approach and its conclusions;

- **Evaluation may include:** verifying correctness of solutions, where possible; reevaluating initial assumptions; assessing reasonableness of numerical results in practical applications or physical contexts; applying other accepted methods of judgment within particular disciplines.

FQLO5. **Communicate** final conclusions in appropriate formats.

- **Appropriate formats may include** symbolic expressions, graphs, or written statements.
- **Final conclusion statements** should reflect the outcome of deductive or statistical reasoning.
Written Communication (FW): 3 credits

**Hallmarks** and **Explanatory Notes**
To satisfy the Written Communication requirement, a course will

FW1. **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.**
   - The primary goal of W Foundations classes is learning to write. Course reading should serve as a basis for writing rather than as a body of material to be mastered per se.
   - The primary reading focus should be on expository texts. The course should consider a variety of college-level readings (e.g., summary/abstract, narrative, analysis, argument).

FW2. **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.**
   - There should be a coherent sequence of various types of writing studied and assigned in the course. Generally, such a sequence will move from presumably simpler to more complex rhetorical tasks (e.g., from summary to analysis/interpretation to argument, or from narrative/serialization to comparative analysis to research-based inquiry).
   - Types of interaction concerning student writing will vary and may include in-class collaborative group work (including online or hybrid instruction), instructor/student conferencing (in person and/or online), student/student peer review, and tutorial feedback as available.

FW3. **require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages.**
   - “Finished prose” is defined as writing which has received peer and/or instructor feedback, has usually undergone student revision, and has been formally evaluated by the instructor. Writing such as journal entries, e-mail letters, pre-writing exercises, unrevised in-class writing, or feedback to peers should not normally be considered “finished prose.”

FW4. **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.**
   - “Information literacy” includes knowledge of and competence using Internet as well as print materials.

FW5. **help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.**

**Student Learning Objectives (SLOs)**

FWLO1. Identify the purpose, audience, major claims, and kinds of evidence offered in a variety of texts;

FWLO2. Participate in academic discourse, as well as other forms of writing, by producing text with a clear purpose and audience, supported by evidence acceptable to that audience and, when applicable, using an appropriate citation style;
FWLO3. Develop recursive writing and researching processes, including identifying a controversy within a conversation or discourse community, conducting appropriate research, planning, drafting, critiquing, revising, and editing - taking into account written and oral feedback from the instructor and from peers;

FWLO4. Demonstrate essential information literacy skills, including discovering subject-specific information and arguments, understanding how information and arguments are produced and evaluated in relevant academic communities, critically evaluating claims in sources, and using source material effectively in creating new knowledge and participating ethically in communities of learning;

FWLO5. Locate resources for the continued support of their development as writers; and

FWLO6. Develop credibility by using appropriate language and diction, by effectively incorporating source material, and by portraying ideas in clear and clean prose.
Foundations Proposal Review

The Foundations Board reviews proposals throughout the year. Deadlines are driven by the Catalog and UHM form deadlines. It is crucial that Foundations Board members meet and make recommendations prior to these deadlines. The GEO provides a calendar with a timeline.

Foundations courses are different in some respects from Focus classes:

- Department chairs complete the proposal form (not individual instructors).
- Foundations designations are restricted to **100- and 200-level courses**. (Students should complete their Foundations requirements during their first year.)
- All instructors of the course must meet the appropriate Foundations Hallmarks because **all course sections will have the Foundations designation every time the course is offered**.
- Once given a Foundations designation, a course cannot have a Focus or Diversification designation.

**Criteria for decision-making: Hallmarks and Explanatory Notes**

The key to course approval for a Gen Ed designation is compliance with Hallmarks and Explanatory Notes. Each of the Foundations areas (FG, FQ, FW) has its own Hallmarks and Explanatory Notes, along with a set of questions that department chairs must answer when applying for or renewing a particular Foundations designation.

Board members read the materials submitted by the department. If Board members agree that the Hallmarks have been met, the course is approved. When materials fall short, the Board negotiates with the department to see if the course can be modified. Negotiation often results in a revised, successful proposal or renewal.

**Negotiation**

When negotiation is necessary, the Board contacts the department chair or Course Coordinator as soon as possible. If no response is received after repeated attempts, the Board tells the GEO, which helps locate the department chair. Negotiation and open communication are critical. If appropriate negotiations take place, the GEC can be confident in the Board’s decisions. Any appeal of Board decisions must follow the *Memo of Understanding Regarding Relationships Between the Mānoa Faculty Senate/Senate Executive Committee, the General Education Committee, and the General Education Boards*, item #6 [12/09/04].
System Articulation

The Foundations Board cooperates with Foundations Boards at Honolulu CC, Kapi'olani CC, Kaua‘i CC, Leeward CC, UH Maui College, UH West O‘ahu and Windward CC. These campuses participate in a Foundations articulation agreement that is based on UH’s writing-intensive model of articulation. In that model, each participating campus uses agreed-upon Hallmarks and Explanatory Notes to designate courses; approved courses are then accepted as such by the other participating campuses. An annual meeting is held to review decisions and policies. Because of this articulation agreement, the Foundations Board consults with the multicampus group prior to modifying Hallmarks, Explanatory Notes, or recommending a change in requirements. The UHM Foundations Board chair and GEO liaison typically represent UHM at multicampus meetings.

UH campuses that are not participating submit their courses to the multicampus group for course-by-course articulation review and renewal (see Chapter 7, Articulation).

The Foundations Board also operates under UH Executive Policy E5.209 Student Transfer and Inter-campus Articulation. Section M of E5.209 states:

There must be at least one full academic year between notification and implementation of the approved [curricular] change to allow other campuses to initiate appropriate curricular changes. In addition, coordination and communication regarding curriculum changes must be undertaken to ensure no inter-campus conflicts are created via inconsistencies in course numbering systems.

Thus, implementation of the decisions made by the Foundations Board and the GEC may have to be delayed or modified (e.g., a course number may be changed) to comply with E5.209.

<table>
<thead>
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<th>History of the Hallmarks</th>
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<td>During 2001-2002, the Foundations and Focus Boards as well as the Diversification Subcommittees spent a good portion of their time and effort on developing criteria, or Hallmarks, for each of the Gen Ed areas. Working from the BOR-approved Gen Ed requirements, the Boards drafted Hallmarks and distributed them to UH faculty for feedback. The Hallmarks were then revised (some more than once) and adopted. Early drafts of the Hallmarks are available at &lt;www.hawaii.edu/gened&gt;. The Explanatory Notes were drafted later by the Boards.</td>
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Board decides how to review proposals: a) each member reviews all proposals, or b) proposals are divided amongst members, each reviewing a subset and making recommendations to the full Board.

In Fall 2017, the GEC delegated full decision-making authority to the Foundations Board for all Foundations proposals.

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1 Board decides how to review proposals: a) each member reviews all proposals, or b) proposals are divided amongst members, each reviewing a subset and making recommendations to the full Board.

2 In Fall 2017, the GEC delegated full decision-making authority to the Foundations Board for all Foundations proposals.
Foundations Course Designation Proposal: Global & Multicultural Perspectives

UH Mānoa departments are invited to complete this proposal form for any 100- or 200-level course that meets the Foundations Global & Multicultural Perspectives (FG) Hallmarks. Departments are encouraged to contact the General Education Office early in their proposal development so that consultation can be arranged with the Foundations Board.

Departments are also encouraged to submit proposals prior to the deadlines listed below to provide sufficient time for the negotiation process that is sometimes necessary to secure approval for the desired start term.

Proposal forms – including all applicable supporting documentation – may be submitted to the General Education Office in either of the following ways:

1. Hard copies delivered in-person or via campus mail to Bilger 104
2. Electronic copies emailed to general@hawaii.edu

Deadlines: September 28, 2018 for Summer or Fall 2019 effective term
February 15, 2019 for Spring 2020 effective term

REQUIRED INFORMATION

A. Course information. Subject _______ Course number _________
   (e.g., “ANTH”)

   If the course is cross listed, provide the cross-listing: Subject _______ Course # _______
   Course title: ____________________________

B. Course description. Submit a copy of the official course description. The course description must be consistent with the Hallmarks.

C. UHM Form. If this is a new course, please ensure you submit a completed UHM-1 form to the OVCAA by the published deadline. If any modifications are being made to the course, please submit a completed UHM-2 form. For more information, visit: https://manoa.hawaii.edu/ovcaa/planning_approval/course_approval.html

D. Course syllabus. Submit the master syllabus that will be used as the course framework. If multiple instructors teach the course and use varying texts and/or assignments or will offer the course in an online format, include all representative syllabi.

E. Application of Hallmarks. Provide a considered response to each of the following questions.
   Please see page 3 for a full listing of the Hallmarks and Explanatory Notes.

   1. Where does your course fit within the scheme of Hallmark 1: Group A (content primarily before 1500 CE); Group B (content primarily after 1500 CE); or Group C (pre-history to present)?

   2. How will students analyze the development of human societies and cultural traditions in Africa, the Americas, Asia, Europe, and Oceania? Include a breakdown of the time periods covered for each region.

   3. How will students analyze cultural, economic, political, scientific, and/or social development?

   4. What processes will be employed to foster student recognition and analysis of cross-cultural interaction and diversity?

   5. Where in the course will Hawaiian, Pacific, or Asian societies and their cultural traditions be addressed?

   6. What elements of the course will introduce students to the study and analysis of diverse human societies and cultural traditions from multiple perspectives?

      Attach an annotated bibliography or a representative sample of materials that will be used in the course, such as primary documents, table of contents, text excerpts, and/or sample assignments. For each source listed or...
sample provided, briefly explain a) how students will work with the assigned material; b) what perspectives are represented. Proposals citing a textbook as the sole resource for the course will not be reviewed.

F. Assessment. Include a summary of your assessment plan that clearly addresses the following questions:
   i. How will instructors assess student competencies in meeting the FG learning objectives (e.g., rubrics, learning artifacts, etc.)?
   ii. How will the department utilize assessment data to improve the course?

   Note: Assessment plans do not refer to how students will be graded in the course.

   Departments will be asked to summarize their assessment findings as part of the renewal application.

G. Course coordinator. Identify the faculty or staff member who will be responsible for all of the following:
   • serving as the official contact person regarding this course;
   • having detailed knowledge of course content and curriculum;
   • collecting and reviewing syllabi to make sure all sections – including those conducted in an online format – are taught with adherence to the Hallmarks;
   • providing professional development support as needed to instructors teaching the course.

   ________________________________  ________________________________  ________________________________
   Course coordinator's printed name  Course coordinator's email  Campus phone

H. Departmental Approval.

   ________________________________  ________________________________  ________________________________
   Department chair's printed name  Department chair's signature  Date

   Dept. chair's email:  ________________________________  Campus address  ________________________________  Campus phone

Thank you for your submission. The Foundations Board reviews all Foundations proposals to ensure that courses meet the appropriate Hallmarks. If clarification is needed, a board member will contact the course coordinator. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement and are expected to remain in compliance of the FG Hallmarks and learning objectives.

Please contact the General Education Office at 956-6680 or generc@hawaii.edu with any questions.
FG LEARNING OBJECTIVES

Students will be able to:

FGLO1. Demonstrate knowledge of human societies, cultural traditions, and foundational historical events;

FGLO2. Explain how cross-cultural contact contributes to the formation and change of cultures;

FGLO3. Compare and contrast selected perspectives and cultures in different geographies and from different historical eras;

FGLO4. Analyze cultural, economic, political, scientific, and/or social trends across a broad scale of time; and

FGLO5. Interpret and analyze primary source materials in relation to the social, economic, political, scientific and/or aesthetic values of its place of origin.

FG HALLMARKS

Hallmarks appear in bold; explanatory notes appear in italics.

To satisfy the FG requirement, a course will:

FG1. provide students with a large-scale analysis of human development and change over time;
   - The course must fall into one of the following categories: Group A (content primarily before 1500 CE), B (content primarily after 1500 CE), or C (pre-history to present);
   - The two FG courses will together cover the whole time period from pre-history to present.

FG2. 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;
   - Students will study multiple perspectives across time, space, and cultures. Some of the cultural material studied should reflect cultural differences.
   - The course should not be solely about a people or a country; it needs to be a global course.
   - Clear emphasis on multiple ideologies and methodologies (e.g., capitalism vs. socialism, individualism vs. communism, globalism vs. protectionism, or humanistic vs. scientific).

FG3. 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;
   - The course should offer an integrative perspective on global change and diverse cultural traditions.
   - The course should identify common themes across multiple cultures.
   - The course should recognize diversity (examples could include within and between cultures and religions, subcultures within political units, or socio-economic class differences).

FG4. examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity;
   - The course should address how processes of interaction have shaped the world's cultural mosaic through time.
   - The course should convey an understanding of how unique cultural traditions have survived cross-cultural interactions as well as how cultures have been changed through interaction.
   - The proposal should clearly identify the parts of the course that are cross-cultural, rather than isolating cultural groups or characteristics.
   - Dimensions of cross-cultural interaction such as religion should be examined as well as modes of interaction, e.g., migration, conquest, and trade.

FG5. include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions;
   - Students will study the development of unique cultural traditions and cross-cultural interactions from a wide variety of regions including Hawaii, the Pacific, or Asia.

FG6. 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.
   - Students will gain an appreciation of the multiplicity of sources; there should be some balance between western and non-western sources of information (e.g., documents and text, oral traditions and performances, art, archaeological artifacts at different scales, paleontological remains, paleoenvironmental materials, or cultural landscapes).
   - Students will learn how to identify, assess, and analyze various sources of information on cultural behaviors, to organize them into systems of meaning, and to evaluate conclusions relative to the kinds of information available.
   - Students will learn how different materials can reveal different aspects of contemporary and past human development.

last updated May 2016
Foundations Course Designation Proposal:
Quantitative Reasoning

UH Mānoa departments are invited to complete this proposal form for any 100- or 200-level course that meets the Foundations Quantitative Reasoning (FQ) Hallmarks. Departments are encouraged to contact the General Education Office early in their proposal development so that consultation can be arranged with the Foundations Board.

Departments are encouraged to submit proposals prior to the listed deadline to aid in the negotiation process that is sometimes necessary to secure approval for the desired start term.

Proposal forms – including all applicable supporting documentation – may be submitted to the General Education Office in either of the following ways:
1. Hard copies delivered in-person or via campus mail to Bilger 104
2. Electronic copies emailed to gened@hawaii.edu

Deadline: September 28, 2018 for Fall 2019 effective term
February 15, 2019 for Spring 2020 effective term

REQUIRED INFORMATION

A. Course information
   Subject ____________ Course number ____________
   (e.g., "ANTH")
   If the course is cross-listed, provide the cross-listing: Subject ______ Course # ______

   Course title: _______________________________________________  

B. Course description. Submit a copy of the official course description. The course description must be consistent with the Hallmarks.

C. UHM Form. If this is a new course, please ensure you submit a completed UHM-1 form to the OVCAA by the published deadline. If any modifications are being made to the course, please submit a completed UHM-2 form. For more information, visit: https://manoa.hawaii.edu/ovcaa/planning_approval/course_approval.html

D. Course syllabus. Submit the master syllabus that will be used as the course framework. If multiple instructors teach the course and use varying texts and/or assignments or will offer the course in an online format, include all representative syllabi.

E. Application of Hallmarks. Provide a considered response to each of the following questions.
   Please see pages 3-4 for the full listing of Hallmarks.
   1a. What mathematical or statistical methods, formulas, tools, and/or approaches will be explored in the course?
   1b. How will the instructor introduce the theoretical justifications for and limitations of these methods, formulas, tools, or approaches?
   2a. Where in the course will the instructor integrate real-world problems and practical application?
   2b. Provide sample activities, assignments/projects, and/or test questions that demonstrate the integration of real-world problems and practical application into the course.
   3a. Describe the kinds of activities, assignments, and/or online resources that will be used in the course to facilitate interaction in a 30:1 learning environment.
   3b. What kind of feedback will students receive from the instructor, peer tutors, teaching assistants, and/or graduate assistants on a weekly basis?
   3c. If peer tutors, teaching assistants, or graduate assistants will be utilized, what kinds of support or training will the department provide them so they can effectively support student learning of quantitative reasoning skills?
4. Where in the course will students demonstrate the five quantitative reasoning skills listed in Hallmark 4? To address this question:
   o Provide sample assignments and model solutions/products that reflect the five skills outlined in Hallmark 4.
   o Provide context for the sample assignments and model solutions/products so it is clear how these assignments are incorporated into the course and intended to promote student learning of the skills outlined in Hallmark 4.

F. Assessment. Include a summary of your assessment plan that clearly addresses the following questions:
   i. How will instructors assess student competencies in meeting the FQ learning objectives (e.g., rubrics, learning artifacts, etc.)?
   ii. How will the department utilize assessment data to improve the course?

Note: Assessment plans do not refer to how students will be graded in the course.

Departments will be asked to summarize their assessment findings as part of the renewal application.

G. Course coordinator. Identify the faculty or staff member who will be responsible for all of the following:
   • serving as the official contact person regarding this course;
   • having detailed knowledge of course content and curriculum;
   • collecting and reviewing syllabi to make sure all sections – including those conducted in an online format – are taught with adherence to the Hallmarks;
   • providing professional development support as needed to instructors teaching the course.

Course coordinator’s printed name ___________________________________ Course coordinator’s email __________________________ Campus phone ______________________________

H. Departmental Approval.

Department chair’s printed name __________________________ Department chair’s signature __________________________ Date __________________________

Dept. chair’s email ___________________________________ Campus address __________________________ Campus phone ______________________________

Thank you for your submission. The Foundations Board reviews all Foundations proposals to ensure that courses meet the appropriate Hallmarks. If clarification is needed, a board member will contact the course coordinator. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement and are expected to remain in compliance of the FQ Hallmarks and learning objectives.

Please contact the General Education Office at 966-6660 or gened@hawaii.edu with any questions.
**FQ STUDENT LEARNING OBJECTIVES**

Explanatory notes appear in italics.

**Students will be able to:**

**FQL01.** Select an appropriate mathematical approach for a given problem or practical application, identify relevant quantities or other information for the selected approach, and verify that the assumptions and limitations of the mathematical approach selected are appropriate for the relevant practical problem;
- Herein, a “mathematical approach” refers to a set of formulas, models, algorithms, or other mathematical or statistical methods.

**FQL02.** Convert relevant quantities/information into the necessary symbolic, numerical, or graphical form as needed for the selected approach;
- Conversion includes explaining the meanings of individual variables in a given context, and correctly associating quantities with their corresponding variables.

**FQL03.** Use mathematical approaches successfully, including performing correct chains of algebraic steps, symbolic manipulations, and/or numerical calculations;
- Successful use also includes identifying the names and explaining the meanings of operational symbols and using them correctly in a given context.

**FQL04.** Evaluate the validity of a mathematical approach and its conclusions;
- Evaluation may include verifying correctness of solutions, where possible, reevaluating initial assumptions; assessing reasonableness of numerical results in practical applications or physical contexts; applying other accepted methods of judgment within particular disciplines.

**FQL05.** Communicate final conclusions in appropriate formats.
- Appropriate formats may include symbolic expressions, graphs, or written statements.
- Final conclusion statements should reflect the outcome of deductive or statistical reasoning.

**FQ HALLMARKS**

Hallmarks appear in bold; explanatory notes appear in italics.

Introduction: FQ courses should strive to impart an appreciation for the relevance and usefulness of quantitative reasoning. We define quantitative reasoning as the ability to apply mathematical concepts to the interpretation and analysis of quantifiable information, expressed numerically or graphically, in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It includes the ability to:
- understand and communicate quantitative information using such tools as variables and equations, graphs and charts, words/sentences;
- apply math skills;
- judge reasonableness of results; and
- recognize the limits of mathematical or statistical methods.

The primary goal of FQ courses is to teach mathematical reasoning and tools at the college level. While additional course material (natural science, social science, etc.) can serve as a valuable context for learning these skills, it should not overshadow the primary goal.

**To satisfy the FQ requirement, a course will:**

**FQ1.** provide students with theoretical justifications for, and limitations of, mathematical or statistical methods, and the formulas, tools, or approaches used in the course;

**FQ2.** include application of abstract or theoretical ideas and information to the solution of practical quantitative reasoning problems arising in pure and applied research in specific disciplines, professional settings, and/or daily and civic life;
- A minimum of 10% of course content (lecture content, homework problems, and exam problems) should include practical examples. Faculty members are encouraged to exceed this.
- Practical examples might involve a physical situation, professional application, or daily life. Faculty members are encouraged to include some practical examples in a rich context.
- Practical examples should be integrated throughout the academic term.

Last updated May 2018
FQ3. provide opportunities for practice and feedback that are designed to help students evaluate and improve quantitative reasoning skills by including a course component at least once per week with a maximum 30:1 student-to-teacher ratio;

- Examples of acceptable formats include, but are not limited to: small lectures with maximum enrollment of 30 students; large lectures with 30-student-maximum weekly recitation sections; discussion sections; or problem sessions led by trained graduate assistants or trained undergraduate peer-tutors; large lectures with weekly 30-student-maximum supervised computer lab sessions designed to reinforce and practice lecture material.
- Acceptable training for graduate students and undergraduate peer-tutors may include, but is not limited to, University and/or Departmental start-of-semester TA training, weekly course TA meetings, or other consistent guidance and supervision by faculty.

FQ4. be designed so that students will be able to:

a. identify and convert relevant quantitative information into various forms such as equations, graphs, diagrams, tables, and/or words;

b. select appropriate techniques or formulas, and articulate and evaluate assumptions of the selected approaches;

c. apply mathematical tools and perform calculations (including correct manipulation of formulas);

d. make judgments, create logical arguments, and/or draw appropriate conclusions based on the quantitative analysis of data, the assumptions made, the limitations of the analysis, and/or the reasonableness of results;

e. effectively communicate these results in a variety of appropriate formats.

- Individual practical examples will likely emphasize some aspects of this hallmark while omitting others. However, the course as a whole must ultimately address each aspect of this hallmark.

- Hallmark 4 is intended to help students identify the major components or factors involved in an analytical problem and determine the arrangement of evidence in evaluating the problem.
Foundations Course Designation Proposal: Written Communication

UH Mānoa departments are invited to complete this proposal form for any 100- or 200-level course that meets the Foundations Written Communication (FW) Hallmarks. Departments are encouraged to contact the General Education Office early in their proposal development so that consultation can be arranged with the Foundations Board.

Departments are also encouraged to submit proposals prior to the deadlines listed below to provide sufficient time for the negotiation process that is sometimes necessary to secure approval for the desired start term.

Proposal forms – including all applicable supporting documentation – may be submitted to the General Education Office in either of the following ways:
1. Hard copies delivered in-person or via campus mail to Bilger 104
2. Electronic copies emailed to gned@hawaii.edu

Deadlines: September 28, 2018 for Summer or Fall 2019 effective term
February 15, 2019 for Spring 2020 effective term

REQUIRED INFORMATION
A. Course information. Subject ________ Course number __________
   (e.g., “ANTH”)
   If the course is cross listed, provide the cross-listing: Subject ________ Course # ______
   Course title: ______________________________

B. Course description. Submit a copy of the official course description. The course description must be consistent with the Hallmarks.

C. UHM Form. If this is a new course, please ensure you submit a completed UHM-1 form to the CVCAA by the published deadline. If any modifications are being made to the course, please submit a completed UHM-2 form. For more information, visit: https://manoa.hawaii.edu/cvcaa/planning/approval/course_approval.html

D. Course syllabus. Submit the master syllabus that will be used as the course framework. If multiple instructors teach the course and use varying texts and/or assignments or will offer the course in an online format, include all representative syllabi.

E. Application of Hallmarks. Provide a considered response to each of the following questions. Please see page 3 for a full listing of the Hallmarks and Explanatory Notes.
   1a. How will the forms of writing taught in this course introduce and foster college-level writing skills?
   1b. Provide a listing of the texts that will be assigned to students and explain how these texts reinforce the FW goal of teaching students how to write.
   2a. How will students demonstrate proficiency in all stages of the writing process, including making effective use of instructor and peer feedback?
   2b. What interactive opportunities will students have to both provide and receive writing feedback, and where in the course will these opportunities be offered?
   3. Provide an assignment breakdown that reflects the total number of words and/or pages of finished prose each student will complete as well as the intended purpose of each assignment.
   4. Describe the methods instructors will employ to help students properly evaluate, select, incorporate, and cite sources. Include a summary of resources instructors will utilize in helping students develop information literacy, including workshops, texts, assignments, etc.
5. What reading and writing strategies will instructors utilize to ensure students can effectively use sources in articulating their own views?

F. Assessment. Include a summary of your assessment plan that clearly addresses the following questions:
   i. How will instructors assess student competencies in meeting the FW learning objectives (e.g., rubrics, learning artifacts, etc.)?
   ii. How will the department utilize assessment data to improve the course?

Note: Assessment plans do not refer to how students will be graded in the course.

Departments will be asked to summarize their assessment findings as part of the renewal application.

G. Course coordinator. Identify the faculty or staff member who will be responsible for all of the following:
   • serving as the official contact person regarding this course;
   • having detailed knowledge of course content and curriculum;
   • collecting and reviewing syllabi to make sure all sections – including those conducted in an online format – are taught with adherence to the Hallmarks;
   • providing professional development support as needed to instructors teaching the course.

Course coordinator’s printed name: ___________________________ Course coordinator’s email: ________________ Campus phone: __________

H. Departmental Approval.

Department chair’s printed name: ___________________________ Department chair’s signature: ____________ Date: __________

Dept. chair’s email: ___________________________ Campus address: ___________________________ Campus phone: __________

Thank you for your submission. The Foundations Board reviews all Foundations proposals to ensure that courses meet the appropriate Hallmarks. If clarification is needed, a board member will contact the course coordinator. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement and are expected to remain in compliance of the FW Hallmarks and learning objectives.

Please contact the General Education Office at 956-6880 or general@hawaii.edu with any questions.
FW LEARNING OBJECTIVES
FW courses should be designed to develop facility in the scholar’s approach to research and writing by beginning with a research question, identifying and interrogating sources in order to understand what has been written about the topic in question, and then developing an argument that takes a clear position.

Students will be able to:
FWLO1. Identify the purpose, audience, major claims, and kinds of evidence offered in a variety of texts;
FWLO2. Participate in academic discourse, as well as other forms of writing, by producing text with a clear purpose and audience, supported by evidence acceptable to that audience and, when applicable, using an appropriate citation style;
FWLO3. Develop recursive writing and researching processes, including identifying a controversy within a conversation or discourse community, conducting appropriate research, planning, drafting, critiquing, revising, and editing - taking into account written and oral feedback from the instructor and from peers;
FWLO4. Demonstrate essential information literacy skills, including discovering subject-specific information and arguments, understanding how information and arguments are produced and evaluated in relevant academic communities, critically evaluating claims in sources, and using source material effectively in creating new knowledge and participating ethically in communities of learning;
FWLO5. Locate resources for the continued support of their development as writers; and
FWLO6. Develop credibility by using appropriate language and diction, by effectively incorporating source material, and by portraying ideas in clear and clean prose.

FW HALLMARKS
Hallmarks appear in bold; explanatory notes appear in italics.

To satisfy the FW requirement, a course will:
FW1. 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;
   • The primary goal of FW classes is learning to write. Course reading should serve as a basis for writing rather than as a body of material to be mastered per se.
   • The primary reading focus should be on expository texts. The course should consider a variety of college-level readings (e.g. summary/abstract, narrative, analysis, argument);
FW2. 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;
   • There should be a coherent sequence of various types of writing studied and assigned in the course.
   • Generally, such a sequence will move from presumably simpler to more complex rhetorical tasks (e.g. from summary to analysis/interpretation to argument, or from narrative/serialization to comparative analysis to research-based inquiry).
   • Types of interaction concerning student writing will vary and may include in-class collaborative group work (including online or hybrid instruction), instructor/student conferencing (in person and/or online), student/student peer review, and tutorial feedback as available;
FW3. require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages;
   • “Finished prose” is defined as writing which has received peer and/or instructor feedback, has usually undergone student revision, and has been formally evaluated by the instructor. Writing such as journal entries, e-mail letters, pre-writing exercises, unrevised in-class writing, or feedback to peers should not normally be considered “finished prose.”
FW4. 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;
   • “Information literacy” includes knowledge of and competence using Internet as well as print materials.
FW5. help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.