Foundations Articulation Agreement

The purpose of this articulation agreement is to describe the Foundations general education core requirement, the acceptance of participating campuses of the foundations designated courses from other participating campuses, the responsibility of each participating campuses in approving courses as foundations, and the membership, responsibilities, and operating guidelines of the Systemwide Foundations Board.

Campuses participating in this agreement will include Foundations as a general education core requirement, will establish a Foundations committee on their campus to approve Foundations courses that are consistent with this agreement and will accept the Foundations designation from participating campuses without further review.

Foundations General Education Core Requirement

Consists of 12 credits distributed as follows:

- FW – Written Communication 3 credits
- FS – Symbolic Reasoning 3 credits
- FG – Global and Multicultural Perspectives 6 credits from 2 different groups
  - FGA courses cover the time period prehistory to 1500
  - FGB courses cover the time period 1500 to modern times
  - FGC courses cover the time period prehistory to modern times

Hallmarks and explanatory notes are found in Appendix I

Systemwide Foundations Board

Each participating campus will designate one representative to the Systemwide Foundations Board. This board meets at least once each academic year to ensure that campuses’ Foundations processes are consistent with this agreement. This board is also responsible for the review and revisions, as necessary, of the Foundations program.

Participating campuses are responsible to establish a process for courses from non participating campuses to receive an F designation.

Operating Guidelines that outline the members, roles and responsibilities, and policies/procedures are in Appendix II. The Systemwide Foundations Board is responsible for revisions to these Operating Guidelines.

The Office of the Executive Vice President for Academic Affairs provides staff support to the Systemwide Foundations Board.
Membership

UH campuses may submit an application for participation in the Foundations Program that includes the following:

- Adoption of Foundations as a general education core requirement
- Evidence of establishment of a campus Foundations committee that has
  - adopted the Hallmarks and Explanatory Notes for Foundations courses;
  - established a process of application, approval and assessment of Foundations courses;
  - provide sufficient training for faculty; and
  - allocated adequate campus resources to support the Foundations process.

Terms

This agreement is in effect until Spring 2019. Amendments to this agreement must be in writing and approved by the designated representative of each institution. Any party may terminate this agreement for cause by giving written notice to the designated representatives at least 90 days prior to the commencement of a new academic term.
Appendix 1 – Hallmarks and Explanatory Notes
Foundations Hallmarks and Explanatory Notes
Written Communication (FW): 3 credits

FW Hallmarks and Explanatory Notes (Hallmarks in bold; notes in italics)

To satisfy the Written Communication 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
   - 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).

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 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 instructor/student conferencing (in person and/or online), student/student peer review, and tutorial feedback as available.

3. 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.”

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

5. help students read texts and make use of a variety of sources in expressing their own ideas, perspectives and/or opinions in writing
Foundations Hallmarks and Explanatory Notes
Symbolic Reasoning (FS): 3 credits

FS Hallmarks and Explanatory Notes (*Hallmarks in bold; Notes in italics*)

Introduction: Courses in Symbolic Reasoning (FS) should present symbolism as a means to facilitate reasoning and not merely as a technique to represent course content. They should engage students in the active use and application of symbolic techniques, but should not present the use of symbolization strategies and techniques in a strictly mechanical way. Rather, they should focus on presenting concepts and tools of symbolic reasoning to further understanding of the course material. The majority of a FS course should address issues of symbolic reasoning, and impart an appreciation of the power and clarity that such reasoning brings to our thinking and understanding. Courses that apply for the FS designation should meet all six hallmarks.

To satisfy the Symbolic Reasoning requirement, a course will

1. **expose students to the beauty, power, clarity and precision of formal systems.**
   - Students should understand the impact of formal or symbolic reasoning in its application to other disciplines and/or its historical place in civilization.
   - An objective of the FS requirement is to enhance students’ appreciation of abstraction and formal systems of analysis and to elevate their power of critical thinking through logical analysis and use of evidence.
   - Students may be exposed to the power, clarity and precision of formal systems by reading and understanding proofs, derivations of formulae, or expositions of applications. Students may also be exposed to the power, clarity and precision of formal systems by constructing proofs (including symbolic proofs of validity), deriving formulas of appreciable applicability, or justifying the uses of applications in concrete context. In any of these situations, formal reasoning and/or symbolism should play a significant or essential role.
   - The exposure to the beauty of formal systems can be provided by the presentation of elegant proofs, tricky, i.e., creative, applications of formulae, or the derivation of unexpected applications.

2. **help students understand the concept of proof as a chain of inferences.**
   - A non-trivial component of the course should be deductive proof.
   - Students should be required to demonstrate an understanding of the difference between a correct and incorrect proof.
   - Students should understand the distinction between inductive and deductive, form and informal reasoning.
   - Students should be familiar with all aspects of basic argumentation: (1) the recognition of premises, given statements of hypothesis, (2) the recognition of the conclusion as well as noticing that a proof has appropriately come to an end since the conclusion has been justified, (3) the recognition of the application of the principles of logic to the premises, earlier steps or recognized truths to justify subsequent steps.
3. **teach students how to apply formal rules or algorithms**
   - Students should be able to correctly apply rules of a formal system.
   - Students should be introduced to a process of applying formal rules, so that students will understand the importance of paying attention to detail and why precision is crucial, and how rule generation works in carrying out mechanical, logical, and/or computational procedures.

4. **require students to use appropriate symbolic techniques in the context of problem solving, and in the presentation and critical evaluation of evidence.**
   - Students should be able to correctly apply rules of a formal system.
   - Students should be introduced to a process of applying formal rules, so that students will understand the importance of paying attention to detail and why precision is crucial, and how rule generation works in carrying out mechanical, logical, and/or computational procedures.

5. **include computational and/or quantitative skills.**
   - Students should be challenged to use symbolic trails of reasoning not only minimally but in maximally efficient and elegant ways.
   - Students should not be simply trained in mechanical, computational or formulaic techniques.
   - The course will not focus solely on computational skills, i.e., the application of algorithmic processes leading to determinant answers.

6. **build a bridge from theory to practice and show students how to traverse this bridge.**
   - Students should be able to abstract from a real-world situation to formal, symbolic representation.
   - Students should be able to translate word problems or arguments into an appropriate symbolic formalism.
   - Students should see the development of a “useful” application from a theoretical or formal idea. In that development it should be made especially clear that the use of symbolism facilitated the exposition that lead from theory to practice.
   - Students will learn that arguments and procedures expressed in ordinary language can be checked with great precision by placing the reasoning patterns in symbolic form and manipulated via symbolic rules of inference.

Approved changes by Foundations Multicampus Group, April 13, 2012
Rev. 9/14/12
Foundations Hallmarks and Explanatory Notes
Global and Multicultural Perspectives (FG): 3 credits, 2 courses

FG Hallmarks and Explanatory Notes (Hallmarks in bold; Notes in italics)

To satisfy the Global and Multicultural Perspectives 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 period from pre-history to present.
   o 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)

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

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

4. examine processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity.
   o The course should address how processes of interaction have shaped the world’s cultural mosaic through time.
   o 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.
   o The proposal should clearly identify the parts of the course that are cross-cultural, rather than isolating cultural groups of characteristics.
   o Dimensions of cross-cultural interaction such as religion should be examined as well as modes of interaction, e.g., migration, conquest, and trade.
5. include at least one component of 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.

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.
   - 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 texts, oral traditions and performances, art, archaeological artifacts at different scales, paleontological remains, paleoenvironmental materials, or cultural landscapes).
   - Students will learn how to identify, access, 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.
Appendix II – Operating Guidelines

Systemwide Foundations Board
Systemwide Foundations Board  
University of Hawai‘i System  

OPERATING GUIDELINES

The purpose of the Systemwide Foundations Board is to maintain the integrity of campus-to-campus articulation of Foundations courses through procedures that ensure that these courses meet the agreed upon Hallmarks of the FW, FS and FG designations.

The members of the Systemwide Foundations Board are chairs of the Foundations Board or its equivalent from the participating campuses. Staff support is provided by the Office of the Executive Vice President for Academic Affairs, University of Hawai‘i System.

Roles and Responsibilities

Systemwide Foundations Board
Review hallmarks and explanatory notes at least every five years.
Meet at least once each academic year.
Elect a chair for a two-year term in the appropriate spring semester.
Conduct an annual review of campuses Foundations’ procedures.
Reaffirm the articulation of each campus to the Systemwide Foundations Board.
Maintain an accurate list of Foundations approved courses.
Approve new campuses to the Systemwide Foundations Board.

Chair
Call and convene meetings of the Systemwide Foundations Board.
Establish the agenda.
Determine location of the meeting.
Review minutes of meetings and provide timely feedback.
Serve as point of contact for Systemwide Foundation Board issues.
Ensure meeting notes are reviewed and completed.
Ensure that the approved course list (http://www.hawaii.edu/offices/app/aa/aic/) is current and accurate.

Members
Serve as the chair of the Foundations Board or its equivalent on their campus.
Attend and actively contribute to meetings.
Bring relevant issues for discussion to the Systemwide Foundations Board.
Report to their campus on the discussion/actions of the Systemwide Foundations Board.
Update the approved list of Foundations courses (http://www.hawaii.edu/offices/app/aa/aic/)
Submit and present the annual report for the campus by the established deadline.
Policies/Procedures

Guests are welcomed to attend meetings.
Each campus has one vote.
Members’ term may vary based on campus policy for the term of chair of Foundations Board or its equivalent.
Explanatory Notes are determined by the Systemwide Foundations Board. During the process of review, each member of the Systemwide Foundations Board will consult with their campus based on the procedures of that campus.
Hallmarks for FW, FS and FG are determined by the Systemwide Foundations Board. During the process of review, each member of the Systemwide Foundations Board will consult with their campus based on the procedures of that campus.
Consensus is the intent for changes to Explanatory Notes and Hallmarks. If consensus is not reached, a majority vote will determine any changes.

Reviewed by task group of Foundations Board (Julia Myers, Chris Tennberg, Bob Wehrman 11/7/12)
Foundations Program Annual Report

Campus: ________________________________________________________
Chair of Campus Foundations Board: _________________________________
Date: _______________________________

Yes No
☐ ☐ 1. Foundations requirement(s) are established as a general education requirement of the campus’ Associate of Arts and/or bachelor’s degree.
Comment:

Yes No
☐ ☐ 2. Foundations hallmarks (FW, FS, FG) are the criteria used to approve courses as F-designated.
Comment:

Yes No
☐ ☐ 3. There is appropriate campus support including:
   a. Adequate numbers of courses to meet student needs.
   Comment:

   b. Adequate support to manage the Foundations program
   Comment:

   c. Adequate budget for expenses related to the Foundations Board.
   Comment:

Yes No
☐ ☐ 4. There is an appropriate course designation and course renewal procedures.
Comment:

Yes No
☐ ☐ 5. There is an appropriate assessment of student learning outcomes and the use of assessment results to improve educational effectiveness.
Comment:
Yes  No
☐   ☐   6. There is faculty training that is consistent with Foundations requirements.

Comment:

II. Course Changes

7. List new course(s) approved during the current academic year.

8. List Foundations approved courses whose designation was terminated or changed:

9. List any Foundations approved courses that were renewed.

III. Other

10. Describe any significant issues regarding the Foundations process on your campus.

11. Identify any issues for discussion for the Systemwide Foundations Board.

Reviewed by the task group of the Systemwide Foundations Board (Julia Myers, Chris Tennberg, Bob Wehrman) 11/7/12; Revised by Systemwide Foundations Board 12/7/12
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Campus Approvals

University of Hawai‘i – West O‘ahu

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Campus Approvals

Honolulu Community College

Chancellor

Vice Chancellor for Academic Affairs

Chair, Foundations Committee
# Campus Approvals

**Kapi‘olani Community College**

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University of Hawai‘i Maui College

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Campus Approvals

Kaua‘i Community College

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### Leeward Community College

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Campus Approvals

Windward Community College

Chancellor

Date

Vice Chancellor for Academic Affairs

Date

Chair, Foundations Committee

Date