MEMORANDUM

TO: Neal J. Smatresk  
Vice Chancellor for Academic Affairs

FROM: Peter Quigley  
Chancellor

SUBJECT: Adoption of University of Hawai‘i at Manoa, General Education Core Curriculum

This is to notify all concerned that as of the Fall 2006 semester, Leeward Community College has adopted the categories and hallmarks of UH-Manoa’s general education core curriculum “Foundations” curriculum: Written Communication (FW); Symbolic Reasoning (FS); and Global/Multicultural Perspectives (FG). All students wishing to be awarded an Associate of Arts degree at Leeward Community College will need to fulfill the requirements for this category.

To ensure that courses proposed for the Foundations designation meet, and continue to meet these hallmarks, the college has also formed a General Education Foundations Board. See attached description of Leeward Community College’s GenEd Foundations Board. The chair of that board will also represent the campus on the Multi-Campus Foundations Board.

cc: Michael Pecskok, Interim Vice Chancellor  
James Goodman, Dean, Arts & Sciences  
Michael Tagawa, Dean, Career & Technical Education  
Nicole Striegel, Dean of Student Services  
Joseph Chernisky, Faculty Senate Chair  
Division Chairs
Membership of Foundations Board:

- Chair will be a member of the Faculty Senate, appointed by the Faculty Senate Chair, with approval of the full senate;
- Seven members, 2 from each Foundations area: Symbolic Reasoning, Written Communication, Global/Multicultural, and 1 from a non-instructional area of the college;
- Members will be appointed by the Faculty Senate;
- Terms are for 2 years, repeatable;
- The Chair shall also represent the College on any UH system-level General Education committees.

Functions of Foundations Board:

a. Review courses for adherence to hallmarks for placement in LCC’s Foundations category of the Core Curriculum;

b. Engage in discussion and review to ensure smooth articulation of LCC’s Foundations courses with UH-Manoa and other participating colleges;

c. Ensure through periodic review that already-approved courses continue in compliance with the Foundations hallmarks;

d. Report to the Faculty Senate—through the chair of the Foundations Board—which courses it has reviewed and approved.

New Course proposals will continue to be submitted to the Curriculum Committee. The Foundations Board will evaluate and approve Foundations Category designation only.

Established courses wishing a Foundations Category designation will submit their proposals directly to the Foundations Board.
February 23, 2007

TO: Neal Smatresk
    Vice Chancellor
    Academic Affairs
    University of Hawaii

FROM: James Goodman
      Chief Academic Officer
      Leeward Community College

SUBJECT: Leeward CC Foundations Board Portfolio

Per UH-Manoa Chancellor Peter Englert memo dated May 20, 2004, and discussion with Honolulu CC Foundations Board Chair Jerry Saviano, we are submitting appropriate documentation for review and approval of Leeward CC Foundations Board by the Multi-Campus Foundations Committee.

Criterion 1—establishment of common foundations requirements for an Associate of Arts degree, including hallmarks and explanatory remarks.
   1. In the Fall of 2005 the Faculty Senate approved (Motion 05-34) the designations and hallmarks of UH-Manoa’s General Education Foundations core curriculum.
   2. In February 2007 the Leeward CC Faculty Senate, Chief Academic Officer, and Chancellor reaffirmed acceptance of the Foundations Hallmarks, and affirmed acceptance of the Explanatory Notes. (Appendix 1)
   3. On 12/15/05 approval for changes to Leeward CC’s AA degree by Chancellor Peter Quigley. (Appendix 2)
   4. Excerpt from Leeward CC General Catalog 2006-2007 reflects the new AA Degree requirements for the Foundations category. (Appendix 3)

Criterion 2—appropriate University approval of the foundations requirements for an Associate of Arts degree.
   1. On 2/22/06 University of Hawaii Interim President David McClain approved Leeward CC’s AA degree core revisions. (Appendix 4)

Criterion 3—appropriate campus foundations-requirement support, including adequate numbers of faculty and support personnel, attention to student needs, and budget.
   1. Leeward CC has established a General Education Foundations Board, at present an ad hoc committee of the Faculty Senate, and by Fall 2007 will be a standing committee of the Faculty Senate. Foundations Board functions and membership contained in Appendix 5.
   2. As a standing committee of the Faculty Senate, the LCC Foundations Board will receive support such as providing a Faculty Senator as chair of the committee, storage space for files, and all other clerical and copying needs that might be required.
Criterion 4—appropriate course designation and evaluation procedures.
   1. Leeward CC’s Foundations Board will utilize forms for course designation, renewal, and
evaluation modeled on similar forms used by UH-Manoa, Kapiolani CC, and Honolulu
CC. (Appendices 6 and 7)

Criterion 5—appropriate assessment of student learning outcomes.
   1. Leeward CC faculty under the supervision of the Foundations Board will assess the SLOs
of the Foundations categories by various means, including a combination of specific
Foundations Hallmarks, student evaluations, knowledge surveys, and/or embedded
questions.

Criterion 6—appropriate faculty training.
   1. Instructors interested in proposing Foundations courses will have access to appropriate
one-on-one training in designing their applications and relevant syllabus materials.

Attachments: 5

_____________________________  ______________________
James Goodman                      Date
Chief Academic Officer
Leeward Community College
Recommendations for LCC Membership
UH System General Education Foundations Board

January 27th, 2007
12:30 - 1:00
UHM

HCC: Jerry Saviano
LCC: James Goodman
Paul Lococo

Representing the UH system General Education Foundations Board, Jerry Saviano, Leeward Community College must address the following concerns, the first three being the most important:

1. Proof that the new Gen Ed Core is in the catalog.
2. In the approval of the new Gen Ed Core, the Faculty Senate must insert the line “We have accepted the system foundation hallmarks and their mutually derived explanatory notes.”
3. Produce letter that the UH BOR or the president has approved the change of their Gen Ed Core.
4. Statement on faculty and administration’s resources that will be made available to the LCC Foundation Board Committee (Chair), such as clerical support, storage of files, cost of Xeroxing, etc.)
5. Need proposal form and review process.
6. Brief statement on how we attempt to assess SLOs, such as “We will assess the SLO of Foundations by various means, which will be a combination of specific foundation hallmarks, student evaluations, knowledge survey, and/or imbedded questions.”
7. Statement on “instructors interested in proposing foundation courses will have access to appropriate on-on-one training in proposing and designing their applications and relevant syllabus materials.”

From the date that we are accepted, we will have one year to recertify all of our courses, in how they meet hallmarks and conform to the explanatory notes (2/3 one semester and 1/3 the next).
January 4, 2006

MEMORANDUM

TO:       David McClain  
           Interim President  

VIA:      John Morton  
           Vice President for Community Colleges  

FROM:     Peter Quigley  
           Chancellor  

SUBJECT:  Recommend approval of Leeward Community College  
          AA Degree Core Revision  

SPECIFIC ACTION REQUESTED:

ADDITIONAL COST:  
None  

RECOMMENDED EFFECTIVE DATE:  Fall 2006  

PURPOSE:  
The revision of the Leeward Community College’s Associate of Arts Core  
Curriculum better reflects the University of Hawaii at Manoa’s General Education  
Core; ensuring continued ease of articulation between LCC and UHM as well as  
other campuses that have adapted similar.  

BACKGROUND:  
In the of Spring 2004, the LCC Faculty Senate charged the Curriculum  
Committee Chair to form a subcommittee to study the current AA General  
Education Core Curriculum and recommend if action was necessary to revise it  
in light of similar revisions at KCC and LCC. Two representatives from each  
instructional division and from Student Services were selected to form the  
committee. Revision was deemed necessary by this committee and presented  
its recommendation to the Faculty Senate on October 12, 2005. Once approved,  
it was approved by the Dean of Arts & Sciences on October 20, and by the Chancellor on December 15, 2005.
ACTION RECOMMENDED:
Approval is recommended to Leeward Community College’s AA degree core
Revisions effective Fall 2006.

Attachment(s)
Recommended Changes to LCC’s AA Degree Categories
Proposed Leeward Community College AA Core Requirement
LCC A.A. Core Revision Committee Recommendations to the Faculty Senate

APPROVED / DISAPPROVED:

[Signature]
David McClain
Interim President

[Date]
2/22/66

Date
# Recommended Changes to LCC's AA Degree Categories

## Names of categories; Credits/Courses

<table>
<thead>
<tr>
<th>Current AA</th>
<th>Proposed AA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Foundation Requirements</strong></td>
</tr>
<tr>
<td>Written Communication (WR) 3 Cr</td>
<td>Written Communication (FW) 3 Cr</td>
</tr>
<tr>
<td>Mathematical or Logical Thinking (ML) 3 Cr</td>
<td>Symbolic Reasoning (FS) 3 Cr</td>
</tr>
<tr>
<td>World Civilization (WC) 6 Cr</td>
<td>Global &amp; Multicultural Perspectives (FG) 6 CR</td>
</tr>
<tr>
<td>AA Degree Courses, AH, NS, SS</td>
<td><strong>Diversification Requirements</strong></td>
</tr>
<tr>
<td>Arts &amp; Humanities (AH) 9 Cr</td>
<td>Arts and Humanities 9 Cr</td>
</tr>
<tr>
<td>Group 1: Arts, Music, Dance, Drama</td>
<td>Arts (DA)</td>
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<tr>
<td>Group 2: History and Literature</td>
<td>Humanities (DH)</td>
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<td>Group 3: Philosophy and Religion</td>
<td>Literature &amp; Language (DL)</td>
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<tr>
<td>Natural Sciences (NS) 10 Cr</td>
<td>Natural Sciences 10 Cr</td>
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<tr>
<td>Group 1: Biological Sciences</td>
<td>Biological Sciences (DB)</td>
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<tr>
<td>Group 2: Physical Sciences</td>
<td>Physical Sciences (DP)</td>
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<tr>
<td>Group 3: Other Sciences</td>
<td>Labs (DY)</td>
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<tr>
<td>Social Sciences (SS) 9 Cr</td>
<td>Social Sciences (DS) 9 Cr</td>
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<tr>
<td>Oral Communication (OR) 3 Cr</td>
<td>Oral Communication (OC) 3 Cr</td>
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<tr>
<td>Writing Intensive (WI) (2 courses)</td>
<td>Writing Intensive (WI) (2 courses)</td>
</tr>
<tr>
<td></td>
<td>Hawaiian, Asian, Pacific (HAP) (1 course)</td>
</tr>
<tr>
<td>Electives: 17</td>
<td>Electives: 17</td>
</tr>
</tbody>
</table>
Proposed Leeward Community College AA Core Requirement
(43 credits)

Foundation Requirements (12 credits)

Written Communication (FW) (3 credits)
Symbolic Reasoning (FS) (3 credits)
Global and Multicultural Perspectives (FG) (two courses, 6 credits)
  Group A
  Group B
  Group C

Diversification Requirements (28 credits)

Arts, Humanities, and Literature (9 credits)
  Arts (DA)
  Humanities (DH)
  Literature (DL)

Social Sciences (DS) (9 credits)

Natural Sciences (10 credits, one course biological science, one physical science, one from any category, 1 credit science lab)
  Biological Sciences (DB)
  Physical Science (DP)
  Other Sciences

Oral Communication (3 credits)

Focus Graduation Requirements (course requirements)

Hawaiian, Asian, Pacific Issues (one course) HAP
Writing Intensive (2 courses) (WI)

Electives (17 credits)

c James Goodman
  Stuart Uesato
  Division Chairs
  Joe Chernisky
  Paul Lococo
  Nancy Buchanan
  Candy Hochstein

Attachment: LCC A.A. Core Revision Committee Recommendations to the Faculty Senate
LCC A.A. Core Revision Committee
Recommendations to the Faculty Senate

3/9/05

In the Spring of 2004 the Faculty Senate tasked Curriculum Committee Chair Paul Lococo to convene a committee to look into revising the core curriculum of Leeward Community College’s Associate in Arts degree. The motivation for this review came from the significant changes made to UH-Manoa’s GenEd core. Kapiolani Community College and Honolulu Community College have already aligned their AA core curriculum to match UH-Manoa’s GenEd core.

Leeward Community College’s AA Core Revision Committee was composed of two representatives from each division and several representatives from the Faculty Senate.

1. To accept the Categories and Hallmarks for the “Foundations” and “Diversification” categories of the UH-Manoa GenEd Core Curriculum.* [see attached]

2. To re-align LCC course offerings to the new “Diversification: Arts & Humanities” sub-categories of “Arts,” “Humanities,” and “Literature and Language.”

3. “Diversification: Natural Sciences” sub-categories will be “Physical Sciences,” “Biological Sciences,” and “Other Sciences,” with only ICS courses listed in the “Other” sub-category.

4. Requirements for the “Diversification: Arts & Humanities” category will be 9 Credits, one course from each sub-category. Each course must be taken from a different discipline.

5. Requirements for the “Diversification: Natural Sciences” category will be 10 credits, one from the “Physical Sciences” sub-category, one from the “Biological Sciences” sub-category, and a third from any of the three sub-categories. At least one course must include a lab.

6. Requirements for the for “Diversification: Social Sciences” category will be 9 credits. Students must take courses from different disciplines, with only the following exception: students in the AA degree in Business may take both Econ 130 and Econ 131.

7. Courses which currently articulate to the UH-Manoa “Foundations” categories will fulfill LCC’s new “Foundations” categories.

8. To maintain the current “Oral Communication” category, and the courses which at present fulfill that requirement.

9. To maintain the 2-course Writing Intensive designation.

10. To adopt the “Focus: Hawaiian, Asian, Pacific” (HAP) designation and hallmarks of UH-Manoa GenEd Core, which would follow the Writing Intensive model.

11. Students may “double-dip” from the same discipline in the “Foundations: Global/Multicultural” and “Diversifications” categories.
Once accepting these LCC would then set up a system for having boards for each. These boards would ensure that courses in the categories do meet the hallmarks, especially in the Foundations category. Also, once the boards have been established, Leeward will have representation on system-level boards (at present consisting of representatives of UH-Manoa, Kapiolani CC, and Honolulu CC).

As with the previous (and current LCC) core curriculum, Leeward may have courses which fulfill our requirements, but do not (yet) articulate with UH-Manoa. At present, KCC and HCC automatically articulate any courses from schools which have adopted the categories and hallmarks of the UH-Manoa GenEd core.

Leeward Community College
AA Core Revision
Signature Page

AA CORE REVISION COMMITTEE

Paul Lococo, AA Core-Revision Committee Chair

DATE 4/27/05

FACULTY SENATE CHAIR

Joseph Chernisky, Faculty Senate Chair
Faculty Senate Vote:

DATE 10/12/05

DEAN OF ARTS & SCIENCES

James Goodman, Interim Dean

DATE 10-20-05

VICE-CHANCELLOR/CAO

Peter Quigley, Vice-Chancellor/CAO Leeward Community College

DATE 12-15-05

CHANCELLOR

Peter Quigley, Interim Chancellor Leeward Community College

DATE 12-15-05
February 7, 2007

To: Faculty Senate
From: Paul Lococo
GenEd Foundations Board, Chair
RE: Formal acceptance of GenEd Foundations hallmarks and “explanatory remarks”

1. In the Fall of 2005 the Faculty Senate approved (Motion 05-34)—as part of a revised Associate of Arts core curriculum—the designations and hallmarks of UH-Manoa’s General Education core curriculum.

2. In the Spring of 2006 adoption of the new A.A. Core Curriculum was approved by the Chancellor of Leeward Community College (12/15/05) and the President of the University of Hawaii system (2/22/06).

3. UH-Leeward CC began implementation of the revised A.A. Core Curriculum in the Fall 2006 semester.

4. Leeward CC at that point became eligible to join the Multi-Campus Agreement which allows smooth articulation of Foundations courses among participating campuses (at present: UH-Manoa, Kapiolani CC, Honolulu CC). Courses which have been reviewed and approved for inclusion in a member’s Foundations category automatically articulate the same status with other member campuses.

5. Leeward CC must submit a portfolio requesting acceptance for inclusion in the Multi-Campus Agreement. Part of this portfolio is acceptance of the “Explanatory Notes” for the Foundations Hallmarks.

Therefore, this memo confirms that Leeward Community College accepts the Foundations Hallmarks and Explanatory Notes as listed on the attached sheets.

Paul Lococo, GenEd Foundations Board Chair

Joseph Chernisky, Faculty Senate Chair
(Senate Vote Y: 10 N: 0 Abstain: 0)

James Goodman
Chief Academic Officer, LCC

Peter Quigley
Chancellor, LCC

2/7/07 Date

2/7/07 Date

2-9-07 Date

2-12-07 Date
Leeward Community College

Foundations Hallmarks and Explanatory Notes
Explanatory Notes approved: FW, 4/21/06; FS, 9/19/06; FG, 1/27/06

Below are the official Foundations Hallmarks and Explanatory Notes adopted by Kapiolani CC, Honolulu CC, and UH-Manoa. When joining with these institutions and the Foundations core curriculum category, Leeward CC agreed to accept these Hallmarks and Explanatory Notes when designating courses for the Foundations category. The LCC GenEd Foundations Board (with appropriate Campus approval) may supplement the Hallmarks and Explanatory Notes, however, with any additional requirements or information that might be useful to future Boards.

Foundations Requirements
[Hallmarks in Bold; Explanatory Notes in Italics

Written Communication FW (3 credits, 1 course)
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 Foundation 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 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.
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, email letters, pre-writing exercises, unrevised in-class writing, or feedback to peers should not normally be considered "finished prose."
- 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.

Symbolic Reasoning FS (3 credits, 1 course)

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 expostions 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, formal and informal reasoning.
- Students should be familiar with all aspects of basic argumentation: (1) the recognition of premises, given statements or 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.
- Students should be able to construct formal arguments and be expected to justify most steps of an argument.

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 a mechanical, logical, and/or computational procedure.

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 recognize the elements, structure and standards of rigorous arguments and distinguish between correct and incorrect argument.
- Students should be able to recognize appropriate and inappropriate use of words and symbolism, statements as opposed to meaningless sentences, valid and invalid arguments, as well as valid and invalid applications of symbolic reasoning.

5. Not focus solely on computational 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.
6. Build a bridge from theory to practice and show students how to traverse this

- 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.

Global & Multicultural Perspectives FG (6 credits, two courses)
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 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).

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.

   - 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).

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.

   - 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).
4. 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.

5. 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.

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 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.
ASSOCIATE IN ARTS DEGREE
GENERAL EDUCATION CORE REQUIREMENTS COURSE LISTING

Foundation Requirements (12 credits)

Written Communication (FW) 3 cr.
ENG 100 Composition I
or
ENG 100E Expository Writing
(for non-native speakers of English)

Symbolic Reasoning (FS) 3 cr.
ICS 141 Discrete Math for Computer Sci
ICS 241 Discrete Math for Computer Sci II
MATH 100 Survey of Mathematics
MATH 105 College Algebra
MATH 111 Math for Elem. Teachers I
MATH 112 Math for Elem. Teachers II
MATH 115 Statistics
MATH 135 Pre-Calculus: Elem. Functions
MATH 140 Pre-Cal: Trig & Analytic Geometry
MATH 203 Calculus for Bus. & Soc Sciences
MATH 205 Calculus I
MATH 206 Calculus II
MATH 231 Calculus III
MATH 232 Calculus IV
PHIL 110 Intro to Logic
QM 121 Math for Decision-making I
QM 122 Math for Decision-making II

Global Multicultural Perspectives (FG) 6 cr.
Select two courses, each from a different group.
Group A:
ANTH 151 Emerging Humanity
ART 175 Survey of Global Art I
HIST 151 World Civilizations I
Group B:
ART 176 Survey of Global Art II
HIST 152 World Civilizations II
Group C:
GEOG 151 Geography & Contemporary Society
MUS 107 Music in World Cultures
REL 150 Intro to the World’s Major Religions

Oral Communication (OR) 3 cr.
COM 210H Honors Colloquium:
Interpersonal Communications
SP 151 Personal and Public Speech
SP 200 Speaking Skills for Prospective Teachers
SP 231 Interpretive Reading
SP 251 Principles of Effective Public Speaking

Diversification Requirements (28 credits)

Arts, Humanities, and Literature 9 total credits required, one course
from each sub-category. Each course
must be taken from a different discipline.

Diversification Arts (DA) 3 cr.
(Mainly Theory)
ART 101 Intro to the Visual Arts
DANCE 100 Intro to Dance
DRAM 101 Intro to Drama & Theatre
MUS 108 Music Fundamentals
MUS 253 Music For Classroom Teachers
MUS 281 Music Theory I
MUS 282 Music Theory II
MUS 283 Aural Training I
MUS 284 Aural Training II
(Mainly Practice)
ART 104 Intro to Printmaking
ART 104D Intro to Printmaking:
Screenprinting
ART 105B Intro to Ceramics: Handbuilding
ART 105C Intro to Ceramics: Wheel
Throwing
ART 106 Intro to Sculpture
ART 107 Intro to Photography
ART 107D Intro to Digital Photography
ART 112 Digital Art
ART 113 Basic Drawing
ART 113D Intro to Computer Drawing
ART 114 Introduction Color
ART 115 Intro to Design - 2D
ART 123 Intro to Painting
ART 202 Digital Imaging
ART 213 Intro. Drawing
ART 243 Inter. Ceramics, Hand Building
ART 244 Inter. Ceramics, Wheel Throwing
DANCE 121 Beginning Ballet
DANCE 131 Modern Dance I
DANCE 132 Modern Dance II
DANCE 160 Intro to Hawaiian Dance
DANCE 180 Dance Production
DRAM 221 Beg. Acting I
DRAM 222 Beg. Acting II
DRAM 240 Basic Stagecraft
DRAM 260 Dramatic Production
MUS 103 Guitar Ensemble I
MUS 104 Beginning Jazz Ensemble
MUS 112 Hawaiian Ensemble I
MUS 113 Hawaiian Ensemble II
MUS 114 College Chorus
MUS 121B Beginning Voice Class
MUS 121C Beginning Piano Class I
MUS 121D Classic Guitar I
MUS 121E Folk Guitar I
MUS 121F Slack Key Guitar
MUS 121Z ‘Ukulele
MUS 122A Intermediate Voice Class
MUS 122B Beginning Piano Class II
MUS 122D Classic Guitar II
MUS 132F Folk Guitar II

The 43 credits of general education core
requirements consist of the following:
12 credits in Foundation Requirements
3 cr. in Written Communication
3 cr. in Symbolic Reasoning
6 cr. in Global Multicultural Perspectives
3 credits in Oral Communication
28 credits in Diversification Requirements
3 cr. in Arts (DA)
3 cr. in Literature (DL)
3 cr. in Humanities (DH)
9 cr. in Social Sciences
from three different disciplines
10 cr. in Natural Sciences (3 courses)
One course in Biological Science (DB)
One course in Physical Science (DP)
One course in either DB, DP, or DO
One of the three courses must
have a lab

see page 20 for additional requirements.
Diversification Literature (DL) 3 cr.
EALL 271: Japanese Lit in Translation—Traditional
EALL 272: Japanese Lit in Translation—Modern
ENG 250: Major Works of American Lit
ENG 251: British Lit (Middle Ages to 1800)
ENG 252: British Lit (1800 to Present)
ENG 253: World Lit (Classical to Renaissance)
ENG 254: World Lit (1600 AD to Present)
ENG 255: Types of Literature I
ENG 256: Types of Literature II
ENG 257H: Themes in Lit: Man and Myth
ENG 257N: Themes in Lit: Film
HUM 261: Hawaiian Literature
HUM 262: Pacific Literature

Diversification Humanities (DH) 3 cr.
AMST 201: The American Experience
AMST 202: Diversity in American Life
ART 171 Intro to Western Art I
ART 172 Intro to Western Art II
ART 180 Intro to Eastern Art
ASAN 203: Philippine Cultural History
ASAN 204: History of Filipinos in the US
GEOG 122: Geography of Hawai‘i
HWST 107: Hawai‘i’s Center of the Pacific
HIST 231: Modern European Civilization I
HIST 232: Modern European Civilization II
HIST 241: Civilizations of Asia I
HIST 242: Civilizations of Asia II
HIST 281 Intro to American History I
HIST 282 Intro to American History II
HIST 284: History of the Hawaiian Islands
IS 250: Leadership Development
LING 102: Intro to the Study of Language
PHIL 100: Intro to Phil: Survey of Problems
PHIL 101: Intro to Phil: Morals & Society
PHIL 102: Intro to Phil: Philosophy: Asian Traditions
PHIL 200: History of Philosophy I
PHIL 201: History of Philosophy II
PHIL 211: History of Western Philosophy I
PHIL 212: History of Western Philosophy II
PHIL 213: History of Western Philosophy III
REL 151: Religion & the Meaning of Existence
REL 200: Understanding the Old Testament
REL 201: Understanding the New Testament
REL 202: Understanding Indian Religions
REL 203: Understanding Chinese Religions
REL 204: Understanding Japanese Religions
REL 205: Understanding Hawaiian Religion
REL 207: Understanding Buddhism
REL 210: History of Christianity

Diversification Social Sciences (DS) 9 total credits required from three different disciplines.

- AMST 211: Contemp. American Issues: Domestic
- AMST 212: Contemp. American Issues: World
- ANTH 150: Human Adaptations
- ANTH 210: Archeology
- ECON 120: Intro to Economics
- ECON 130: Microeconomics
- ECON 131: Macroeconomics
- GEOG 102: World Regional Geography
- IS 221: Problems of War and Peace
- POLS 110 Intro to Political Science
- POLS 120 Intro to World Politics
- POLS 130 Intro to American Politics
- POLS 180 Intro to Hawaiian Politics
- PSY 100: Survey of Psychology
- PSY 180: Psychology of Work
- PSY 202: Psychology of Women
- PSY 260: Developmental Psychology
- PSY 260: Psychology of Personality
- SOC 100: Survey of General Sociology
- SOC 218: Intro to Social Problems
- SOC 231: Intro to Juvenile Delinquency
- SOC 250: Community Forces in Hawai‘i
- SOC 251: Sociology of the Family
- WS 151: Intro to Women’s Studies
- WS 290: Topics in Women’s Studies

Diversification Natural Sciences 10 cr.

Three courses required for a total of 10 credits.
The 3 courses must include a biological science (DB) and a physical science (DP). The third course can be from either DB, DP, or DO category listed below. One of the 3 courses must have a lab (L). Courses below with an “L” are separate lab courses, courses marked with an asterisk (*) include a lab.

- BIOC 100: Human Biology
- BIOC 101: Biology for Non-Majors (lect/lab)
- BIOC 124: Environment and Ecology
- BIOC 124L: Environment and Ecology Lab
- BIOC 171: Intro to Biology I
- BIOC 171L: Intro to Biology I Lab
- BIOC 200: Coral Reefs (lect/lab)
- BIOC 201: Biotechnology and Society
- BOT 101: Botany
- BOT 101L: Botany Lab
- BOT 130: Plants in the Hawaiian Environment (lect/lab)
- FSHN 285: Science of Human Nutrition
- HORT 110: Hawaiian Horticulture & Nutrition (lect/lab)
- MICR 130: General Microbiology
- MICR 140: General Microbiology Lab
- SCI 107: The Molecular Basis of Life
- ZOO 101: Principles of Zoology (lect/lab)

- ZOO 200: Marine Biology (lect/lab)
- ZOO 240: Human Anatomy and Physiology I (lect/lab)
- ZOO 241: Human Anatomy and Physiology II (lect/lab)

Diversification Physical (DP)
One course required

- ASTR 110: Survey of Astronomy
- ASTR 111: Contemporary Astronomy
- BIOC 261: Fundamentals of Biochemistry
- BIOC 251: Elements of Biochemistry
- CHEM 100B: Chemistry and Man (lect/lab)
- CHEM 151B: Elemt. Survey of Chemistry (lect/lab)
- CHEM 152B: Organic & Bioorganic Chemistry (lect/lab)

- CHEM 161B: General Chemistry I (lect/lab)
- CHEM 162B: General Chemistry II (lect/lab)
- CHEM 171B: General Chemistry (lect/lab)
- GG 101: Intro to Geology
- GG 101L: Intro to Geology Lab
- GG 103: Geology of the Hawaiian Islands
- GEOG 101: Natural Environment
- GEOG 101L: Natural Environment Lab
- OCN 201: Science of the Sea
- OCN 201L: Science of the Sea Laboratory
- PHYS 100B: Survey of Physics (lect/lab)
- PHYS 151: College Physics I
- PHYS 151L: College Physics I Lab
- PHYS 152: College Physics II
- PHYS 152L: College Physics II Lab
- PHYS 170: General Physics I
- PHYS 170L: General Physics I Lab
- PHYS 272: General Physics II
- PHYS 272L: General Physics II Lab
- SCI 122 Intro to Science-Physical (lect/lab)
- SCI 225: Earth & Universe Science
- SCI 225L: Earth & Universe Lab

Diversification Other (DO)

- ICS 100: Computer Literacy Applications
- ICS 111: Intro to Computer Science I
- ICS 130: Intro to Programming
- ICS 135: Intro to Programming in Visual BASIC
- ICS 151: Structured Database Programming

Courses that are italicized are in leeward Community College Associate in Arts degree requirement only.

Oral Communication is a Leeward Community College requirement. This is not the same as UH Mānoa’s “O” requirement.

Important note: Appropriate course substitutions for the AA degree may be made with the prior written approval of both the appropriate Division Chair and Dean.
Leeward Community College Foundations Board
Foundations Renewal Process

Foundations Background

In 2002, UH-Manoa adopted new General Education Core requirements that include a Foundations group of courses in *Symbolic Reasoning, Written Communications, and Global & Multicultural Perspectives*. For purposes of articulation, courses in the Foundations category at other campuses were initially approved for five years in an intercampus Fast Track process during the 2002-2003 academic year.

The original fast-track process allowed quick approval for articulation purposes. A more thorough evaluation of these courses would take place during their 5-year review. Campuses adopting the UH-Manoa GenEd Core and Hallmarks will conduct this review on their respective campuses. Those campuses with a different GenEd core curriculum will submit renewal requests to the UH-Manoa GenEd Foundations Board for review.

In Fall 2006 Leeward Community College adopted the same Foundations requirements for the AA Degree, and in Spring 2007 began review of courses their five-year approval deadline.

*Note that the 5-year Foundations designation renewal is separate from the 6-year curriculum review and assessment process, which is still managed through the Curriculum Committee.*

In reviewing courses, the Foundations Board will evaluate evidence highlighting how current teaching of the course fulfills the Hallmarks for its Foundations designation. Renewal proposals should use samples, excerpts of actual course materials and class presentations, and Assessment results to demonstrate how the Foundations Hallmarks are being met.

Renewal Document Elements

Course Description:
1. Cover Page listing all elements of the document and page numbers;
2. Course Description and Student Learning Outcomes from the approved Course Outline in Curriculum Central. The course description must be consistent with the Hallmarks of the relevant Foundations area;
3. Sample syllabus from a typical class
Changes: Note significant changes (if any) from the original approved request for Foundations Designation. Original approved proposals are available at the Foundations Board web site. Detailed explanation as to how these changes affect the Foundations Hallmarks of the course.

Assessing the Course: Use sample materials from representative class sections to illustrate how the Foundations Hallmarks have been met. Course materials could include (but are not limited to) lesson plans, study guides, lecture notes, presentation slides, videos and DVDs, exam questions, guest speaker abstracts, and writing assignments. Sample materials must be provided for each Hallmark.

Faculty teaching a Foundations Course are expected to conduct a continuous random assessment of each of the Foundations Hallmarks. Multi-section courses need only conduct an assessment for one or two of the sections. Assessment of the Hallmarks should be conducted each semester the Foundations Course is offered. Assessment results must be discussed within the renewal document.

Format
The renewal request must be presented in a single electronic document, in either .doc (MS Word) or .pdf (Adobe Acrobat) format. Sample materials such as objects, which cannot be converted to digital format, may be presented separately; however, explanations of these materials must be included in the document.

When complete, email to Foundations Board Chair. The Foundations Board may require further revision and/or sample materials. Once approved, Foundations designation is renewed for five years.
Leeward Community College

Foundations Course Designation Proposal

Written Communication  Symbolic Reasoning  Global & Multicultural Perspectives

The LCC Foundations Board invites LCC disciplines to propose that a course satisfy an AA Degree 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 Division chair. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement for five years.

Division Chairs should submit this form and accompanying materials directly to the Foundations Board Chair.

Deadlines: The Foundations Board will accept proposals at any time. However, to ensure a Fall semester designation and inclusion in the subsequently year’s Catalog, or for a Spring designation, deadlines given in the Foundations Board calendar must be followed.

REQUESTED INFORMATION
1. Course information. Alpha _______________ Course number______________
   (e.g., “ANTH”)

2. Foundations area requested. Check one.
   _____Written Communication _____Symbolic Reasoning _____Global & Multicultural Perspectives

3. Official course description. Submit a copy of the course description from the current Catalog. The course description must be consistent with the Hallmarks of the Foundations area.

   **If the course is new or being modified to reflect the Hallmarks, the proposer must also follow the appropriate Curriculum Approval process.

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

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

6. Application questions. Provide the requested information for the Foundations area (see page 2).

   ___________________________  ___________________________  _________________
   Discipline Coordinator Name  Discipline Coordinator Signature  Date

   ___________________________
   Division Chair Name

   ___________________________
   Division Chair Signature  Date
Foundations Hallmarks & Application Questions

WRITTEN COMMUNICATION (FW)

1. Students are introduced to different forms of college-level writing, including, but not limited to, academic discourse, and are guided 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. Students get guided practice of writing processes (planning, drafting, critiquing, revising, and editing) and 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. Instructors 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. Instructors also 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?

4. Instructors 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?

5. Student complete at least 5000 words of finished prose—equivalent to approximately 20 typewritten pages. How many pages of finished prose will each student complete?

SYMBOLIC REASONING (FS)

1. Students will be exposed to the beauty, power, clarity and precision of formal systems. How will the course meet this hallmark?

2. Instructors will help students understand the concept of proof as a chain of inferences. How will instructors help students understand this concept?

3. Instructors will teach students how to apply formal rules or algorithms. How will instructors meet this hallmark?

4. Students will be required 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. The course will not focus solely on computational skills. What reasoning skills will be taught in the course?

6. Instructors will 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?
GLOBAL AND MULTICULTURAL PERSPECTIVES (FG)

1. From multiple perspectives, the course analyzes the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, Asia, Europe, and Oceania. Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered?

2. The course offers 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?

3. While recognizing diversity, the course also examines processes of cross-cultural interaction and exchange that have linked the world's peoples through time. What processes of cross-cultural interaction are examined?

4. The course includes at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions. What components of Hawaiian, Pacific, and Asian societies and their cultural traditions are included in the course?

5. The course engages 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 types of items that students will analyze and briefly explain what perspectives they represent.

6. In combination, a student's two FG courses will provide a large-scale analysis of human development and change over time from prehistory to the present. Each FG course will be placed into one of three groups: (A) content primarily before 1500 CE, (B) content primarily after 1500 CE, or (C) pre-history to present. Students must take two courses from different groups. Where does your course best fit in this scheme (Group A, B, or C)?