

September 10, 2004

## UH Mānoa's Foundations Program

Chancellor Englert's May 20, 2004 procedures for articulation involving a Common Foundations Program include six criteria that a campus's Foundations programs should meet. UH Mānoa submits the following exhibits and information. If UH Mānoa's Foundations program is approved, its courses will satisfy Honolulu Community College's and Kapi'olani Community College's Foundations requirements.

Approval criteria for a common foundations program (source: Chancellor Englert's May 20, 2004 memo)

1. "establishment of a common foundations requirement for an Associate of Arts or Bachelor's degree, including acceptance of the UHM foundations hallmarks and UHM's interpretation of those hallmarks for the purposes of course designation"

See attached exhibits: A. *UH Mānoa General Education Requirements*

B. Foundations Hallmarks

See also pages 70-71 of the *2004-2005 Catalog*

2. "appropriate University approval of the foundations requirements for an Associate of Arts or Bachelor's degree"

See attached exhibit: C. Excerpts from the Board of Regents minutes, *Revised University of Hawai'i at Mānoa General Education Plan*

3. "appropriate campus foundations-requirement support, included adequate numbers of faculty and support personnel, attention to student needs, and budget"

See attached exhibit: D. Foundations Enrollment

4. "appropriate course designation and evaluation procedures"

See attached exhibit: E. Foundations Proposal Form

5. "appropriate assessment of student learning outcomes and the use of the assessment to improve educational effectiveness (which is required by WASC)"

*Written Communication.* Student writing portfolios collected and evaluated using a scoring rubric. A system-wide assessment committee is working on a common set of learning outcomes.  
*Symbolic Reasoning and Global & Multicultural Perspectives.* Nothing to date; discussion in progress.

6. "appropriate faculty training"

The UHM Foundations Board has offered workshops in which the Foundations Hallmarks are explained. The Foundations Board members work one-on-one with faculty members who want to propose courses.

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## **UH Mānoa General Education Requirements**

In order to earn a UHM undergraduate degree, a student has to satisfy

1. UH-Mānoa General Education requirements
2. College requirements (e.g., Arts and Sciences General Education requirements)
3. Major requirements

This document concerns the UHM General Education requirements as minimum expectations of educational experience for every University graduate. Colleges and majors build upon this foundation with their own requirements. Thus, this proposal views Undergraduate Education as an opportunity for each student to find coherence through careful combinations of General Education, College, and Major courses. Furthermore, this document notes certain experiences and abilities that can be best attained by particular course work within the major rather via generic courses required of all students.

### **GENERAL EDUCATION REQUIREMENTS**

General education requirements are designed to help students acquire knowledge, skills, and ways of thinking that provide a foundation for lifelong learning. The UHM requirements reflect the unique resources of UHM: the depth of its Hawaiian assets and the breadth of its multiculturalism. The general education curriculum gives students a global sense of human diversity while paying special attention to the heritages of Hawai‘i, the Pacific, and Asia.

There are two components to the document. First, General Education requirements are divided into Core requirements and Special UHM Graduate Requirements. Core requirements include Foundation courses and Diversification requirements. Special UHM Graduation Requirements include Focus requirements and Hawaiian or second language.

#### **A. UHM Core Requirements**

##### **1. Foundations requirement (12 credits)**

Foundation courses are intended to give students skills and perspectives that are fundamental to undertaking higher education. To promote student understanding of connections across fields of inquiry, foundations courses will ordinarily and require co-registration. Foundations courses may be offered as components of learning communities that also include courses fulfilling major or Diversification requirements. Accommodations will also be made for part-time and transfer students. However, courses taken to fulfill the foundations requirement may not be used to fulfill Diversification and Focus requirements.

All full-time UHM students are expected to fulfill foundations requirements before achieving sophomore standing.

###### **a. Written Communication:** 3 cr.

Students will be introduced to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. This course also provides students with experiences in the library and on the Internet and enhances their skills in accessing and various types of primary and secondary

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materials.

**b. Symbolic Reasoning:** 3 cr.

Courses fulfilling this requirement will expose students to the beauty and power of formal systems, as well as to their clarity and precision; courses will not focus solely on computational skills. Students should understand the concept of proof as a chain of inferences. They should be able to apply formal rules or algorithms. They should also be able to engage in hypothetical reasoning. In addition, the course should aim to develop the ability of students to use appropriate symbolic techniques in the context of problem solving, and in the presentation and critical evaluation of evidence.

**c. Global and Multicultural Perspectives:** 2 courses, 6 cr.

Global and Multicultural Perspectives courses provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students will gain a sense of human development from pre-history to modern times through consideration of narratives and artifacts of and from diverse cultures. At least one component of each of these courses will involve the indigenous cultures of Hawai‘i, the Pacific, and Asia.

### **2. Diversification requirement (19 credits)**

The Diversification requirement is intended to assure that every student has a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests. Diversification courses must be taken in departments different from those courses used to satisfy the Foundations Global Multicultural Perspectives requirement.

At the conclusion of the freshman year, students will select or be assigned a faculty mentor in a field of their choice. The student does not formally choose a major. The faculty mentor will discuss with the student future goals and help the student develop an academic plan in relation to exploring those goals, including a coherent combination of courses to meet the remaining General Education requirements in a manner that is consistent with the student's goals and interests. Mentors may be 1) a faculty in a department or program the student anticipates as a future major; 2) one of the faculty from courses taken during the freshman year; 3) a faculty member recommended to the student by an academic advisor, perhaps from the college in which the student has the most interest. The faculty mentor does not replace college advisors who will continue to guide students' progress toward graduation.

A strength of the UHM curriculum is that students can extend their General Education over the full four years of their academic program. Thus, students may meet the Diversification requirement by taking any course in the specified area—lower- and upper-division courses, and among courses that meet Focus or major requirements.

**Arts, Humanities and Literatures (AHL):** 6 cr. (from 2 different areas in the Arts, Humanities, or Literatures)

**Social Sciences:** 6 cr. (from 2 different departments)

**Natural Sciences:** 7 cr. (3 cr. physical science course, 3 cr. biological science course, plus 1 laboratory cr.)

### **B. Special UHM Graduation Requirements**

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## **1. Focus requirements**

The Focus requirements identify important additional skills and discourses, which can be provided through courses across the curriculum. Thus, these requirements can be satisfied through major and Diversification courses. Students should be able to plan their academic program to meet these requirements without adding credits to graduation requirements.

### **a. Hawaiian, Asian, and Pacific Issues:** 1 course

The University of Hawai‘i is located in Hawai‘i, a Polynesian archipelago in the middle of the Pacific Ocean. Most students who attend UHM are of Hawaiian, Asian or Pacific background, and one of the missions of the University of Hawai‘i in its Strategic Plan is to “stress areas in which Hawai‘i has a natural advantage due to its geography, its environment, its location, and its unique blend of cultures.”

Therefore it is important that all students who attend UHM achieve a basic understanding of how the Native culture of Hawai‘i is similar to and different from the diverse cultures of other Native Pacific Islanders or the Asian countries. As Hawai‘i becomes more of a significant international player in Asia and the Pacific, it is crucial that all students at UHM become familiar with the area in which we study and live.

Courses that satisfy this requirement may be offered in any department. Appropriate courses will have a focus on issues in Hawaiian, Asian, or Pacific cultures and history; this focus will promote cross-cultural understanding as a way to avoid conflict between nations and between cultures.

### **b. Contemporary Ethical Issues:** 1 course

Courses fulfilling this requirement may be offered in any department. Appropriate courses will involve significant reading and discussion on contemporary ethical issues: for example, civil rights and social responsibility; environmental development and control; genetic engineering; computer/internet access and use; population control; health system access and control.

Appropriate courses may also involve professional ethics (e.g. business ethics, medical ethics, research ethics); philosophical or religious approaches to ethical questions (e.g. ethical theory, morals and society, Christian ethics in modern life, Comparative ethics); or ethical implications of academic research and its products.

### **c. Oral Communication:** 1 course

Courses fulfilling this requirement may come from across the curriculum. In appropriate courses, group work, individual and group oral reports, and training in oral delivery will constitute a significant portion of the final grade. It is expected that departments may revise courses in the major to meet these aims.

### **d. Writing intensive:** 5 courses, including 2 numbered 300 or higher

The WI designation may be awarded to undergraduate classes in any department when the course uses writing to promote the learning of course materials; the course provides interaction between the teacher and students while students do assigned writing; written work contributes significantly to each student's course grade; the course requires students to do a substantial amount of writing (minimum of 4,000 words or about 16 typed pages); and class enrollment is restricted to 20 students per instructor to allow for meaningful professor-student interaction on each student's writing.

## **2. Hawaiian/Second Language Requirement**

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In addition to improving written and oral communication and reasoning skills, proficiency in Hawaiian or a second language is an integral part of the university's mission to "prepare students to function effectively in a global society," to "preserve and promulgate Hawaiian, Asian, and Pacific language, history, and culture and [to] provide students an education experience with an international dimension" (The University of Hawai'i Strategic Plan 1996-2001: "Goals," sec. 111, C: p. 5; "Action Strategies," sec. V, 2: p. 9).

The current Hawaiian/Second language graduation requirement will be modified in the following manner: before graduation all students must show competency at the 202 level in Hawaiian or a second language. They may, however, demonstrate this proficiency upon admission to the university, based on prior study or experience with a heritage language. Students who can demonstrate proficiency at any level will be granted the appropriate number of credits toward graduation. (3-16 credits, depending upon the language and the placement level: i.e., 6-8 credits for placement into the second-year level, 12-16 credits for those who demonstrate proficiency at the 300-level). Individual language departments will be responsible for testing incoming students. All language divisions will be encouraged to develop courses that answer the specific needs of students in technical and professional fields and to work with the Department of Education to move forward in the implementation of the newly created DOE Foreign Language Standards.

### **Waiver Policy**

In order to allow for needed flexibility while maintaining the principle of general education requirements, waivers to this requirement may be granted. The exact terms and conditions under which such waivers may be granted are detailed in the Waiver Motion passed by the Mānoa Faculty Senate and endorsed by the Mānoa Faculty Congress.

### **3. The "Wild Card" Option**

Through engagement in an extraordinary educational experience approved by the UHM General Education Committee each student can earn one wild card. The wild card can be used to satisfy an appropriate Diversification or Focus requirement.

### **C. Governance: Administering and Monitoring General Education**

Upon revision of the by-laws of the UHM Faculty Senate, a UHM General Education Committee (GEC), an official UHM Faculty Senate committee, will administer the General Education program. The committee will develop policies and procedures for implementing and monitoring the General Education program, and undertaking regular assessment of its educational effectiveness.

Under the GEC, faculty boards will oversee and direct specific aspects of the core (as is now done by the Mānoa Writing Program Board for WI courses). These boards will both review proposals for courses to meet Foundations, Diversification and Focus requirements and foster curriculum development through workshops and colloquia. The Foundations Board will include representatives from the three specified areas; this Board will work with individual faculty as well as the learning communities and freshman experience committees to foster the aims and goals of the Foundations Requirement courses. Appropriate faculty will be appointed to the Hawaiian, Asian, and Pacific Focus Board, the Contemporary Ethical Issues Board and the Oral Communications Board. The Board of the Mānoa Writing Program will continue to oversee the Writing Intensive Focus requirement. The GEC and faculty boards will include faculty from diverse backgrounds and undergraduate student representatives appointed by student government.

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### **COLLEGE REQUIREMENTS**

Each College or School determines the number of credits and courses required for degrees involving departments and programs (often called "majors") located within it. The college or school may have additional requirements. These requirements typically specify areas (e.g., 2 courses in management) and number of credit hours (e.g., 9 credits of literature and language).

### **MAJOR REQUIREMENTS**

Each department or program sets course and credit requirements for its major. It will also ensure that all students who graduate with the major

- 1) are proficient in the primary information-accessing and information-processing methods of the field; by either integrating such skills within courses or research projects or by recommending an appropriate course offered in another department (computer/info sciences etc.);
- 2) are proficient in the problem-solving and oral communication methods of the field;
- 3) have had training and experience in the modes of inquiry and analysis appropriate to the field. The purpose is to have all students actively engaged in scholarship at a high level, and to avoid having students completing their degrees by means of passive learning alone.

## **EXHIBIT B**

General Education Office, University of Hawai‘i at Manoa

2545 McCarthy Mall, Bilger 104

956-6660 (voice)

### **Foundations Hallmarks**

Revised 10/11/02

#### **Written Communication (FW, 3 credits)**

To satisfy the Written Communication requirement, a course will:

- 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
- 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
- require at least 5000 words of finished prose—equivalent to approximately 20 typewritten pages
- 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
- 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)**

To satisfy the Symbolic Reasoning requirement, a course will:

- expose students to the beauty, power, clarity and precision of formal systems
- help students understand the concept of proof as a chain of inferences
- teach students how to apply formal rules or algorithms
- require students to use appropriate symbolic techniques in the context of problem solving, and in the presentation and critical evaluation of evidence
- not focus solely on computational skills
- build a bridge from theory to practice and show students how to traverse this bridge

#### **Global and Multicultural Perspectives (FG, 6 credits, two courses)**

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

- from multiple perspectives, analyze the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, Asia, Europe, and Oceania
- 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
- while recognizing diversity, also examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time
- include at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions
- 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
- in combination, the two FG courses will provide students with a large-scale analysis of human development and change over time from prehistory to the present

## EXHIBIT C

Excerpt from the minutes of the regular meeting of the University of Hawai'i Board of Regents, July 21, 2000

<http://www.hawaii.edu/offices/bor/regular/minute/20000721.regular.html>

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### **Revised University of Hawai'i at Mānoa General Education Plan**

Senior Vice President Smith said it was necessary for a university to periodically review its general education requirements to remain current within the higher education arena. The University of Hawai'i's Mānoa campus last updated its general education plan in 1986 and therefore, recognizing the need for such periodic review of general education requirements, the Mānoa Faculty Senate appointed a General Education Task Force in September of 1998.

The Task Force examined data from students, alumni, and faculty regarding current requirements, and examined requirements at other universities during Fall 1998. It held several on campus meetings and discussions and collected data from faculty and students. The Task Force also met with the accreditation team from the Western Association of Schools and Colleges (WASC) to discuss WASC requirements, and developed a framework for a proposed revision of the general education requirements during Spring 1999. The Task Force developed a detailed proposal and presented it to the Mānoa Faculty Senate in Fall of 1999. The Manoa Faculty Senate called a meeting of the Mānoa Faculty Congress to discuss the proposal in November, approving a resolution to reform the UH Mānoa General Education Requirements on December 8, 1999. The specific requirements were abstracted into a "Plan for General Education at UHM" to provide flexibility for future adjustments within this broad plan.

The Associated Students of the University of Hawai'i and the Graduate Student Organization were each invited to have a student representative on the task force. Students attended and spoke at many of the Faculty Senate meetings, and Faculty Congress meetings discussing the proposed revisions. Other campuses in the UH System have been kept apprised of the development of revised requirements through discussions at the All Campus Council of Faculty Senate Chairs. In addition, the draft Plan was circulated to other campuses and reviewed by the System Academic Affairs Council.

The revised "Plan for General Education at the University of Hawai'i at Mānoa" is intended to address the following concerns:

The "General Core Requirements for UHM" document now included in Board of Regents' policy is very prescriptive. Faculty need the flexibility to develop specific course requirements in general education within the framework of a broad plan approved by the Board of Regents.

The number of courses required by the current "General Core Requirements for UHM" puts Manoa out of line with comparable universities. In addition it increases the likelihood that students will be unable to complete their baccalaureate degrees in four years. The lengthy program may deter some students from enrolling at UHM.

The proposed General Education plan allows greater flexibility with regard to course offerings satisfying general education requirements. As well as allowing for greater internal flexibility, this reduces some of the difficulties faced by transfer students from outside the UH system.

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Excerpt from the minutes of the regular meeting of the University of Hawai'i Board of Regents, July 21, 2000

<http://www.hawaii.edu/offices/bor/regular/minute/20000721.regular.html>

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The plan makes it possible to expand the options for fulfilling the foundations requirements and thus should help to avoid graduation delays caused by over-subscription of required courses.

The current "General Education Requirements for UHM" does not particularly reflect the uniqueness of the University of Hawai'i; this is addressed in the new plan.

The proposed updated "General Education Plan for UHM" meets Board of Regents' policy by:

1. Providing opportunities for all students to develop and demonstrate competence in communication (both oral and written) and quantitative skills through foundation requirements which include competence in written communication and symbolic reasoning, reinforced by special graduation requirements in the areas of written and oral communications.
2. Introducing the content and methodologies of the major areas of knowledge the humanities and fine arts, the natural sciences, and the social sciences and providing opportunities to develop competence in critical analysis of data and argument through diversification requirements.
3. Developing the intellectual skills and social attitudes that will help students become effective learners, workers, and citizens through special graduation requirements as well as through foundation and diversification requirements.
4. Emphasizing development of appreciation for cultural diversity through the foundation requirement focusing on global and multi-cultural perspectives as well as through special graduation requirements that include second language proficiency.

The revised general education plan will make attendance at the Mānoa campus more attractive to students by providing both coherence and flexibility in their education. The revised general education plan will better prepare students for continued study and for life in the 21<sup>st</sup> century. In addition, the plan will provide an education which emphasizes the unique location and culture of Hawai'i by requiring all students to have some knowledge of Hawaiian, Asian and Pacific issues. Senior Vice President Smith therefore recommended that the Board approve the revised general education plan for UH Mānoa.

If approved, the campus would like the revised plan to take effect for students entering the University System in or after August 2001. Adoption by the Board at this time allows for implementation of the new requirements and the updating of catalogs and brochures informing prospective students of the change.

Regent McElrath moved to approve the proposed revised "General Education Plan for the University of Hawai'i at Mānoa," as presented in President's Memorandum No. 80 (Agenda), Item A-5, dated July 21, 2000. Regent Nunokawa seconded the motion which was unanimously carried.

## EXHIBIT D

General Education

updated 9/2/04

### Foundations Enrollment

Enrollment figures demonstrate that UHM has enough faculty and support personnel to accommodate student need.

#### GLOBAL & MULTICULTURAL PERSPECTIVES (FG)

	Fall 2001 (final enr)	Fall 2002 (9/13/02)	Fall 2003 (10/29/03)	Fall 2004 (9/2/04)
AMST 150	**	**	75	61
ANTH 151	**	148	315	460
ANTH 152	**	129	229	461
ART 175	**	214	223	245
ART 176	**	0	0	0
GEOG 102	**	170	107	180
GEOG 151	**	62	61	86
HIST 151	1239	1243	926	903
HIST 152	263	266	251	256
HIST 155	9	11	**	0
HIST 161A	56	53	40	36
HIST 162A	14	15	22	17
LLL 150	**	**	**	0
MUS 107	**	63	60	94
REL 150	**	762	881	895
<b>TOTAL</b>	<b>1581</b>	<b>3136</b>	<b>3190</b>	<b>3694</b>

\*\* Course not designated as satisfying the FG requirement.

#### WRITTEN COMMUNICATION

	Fall 2001 (final enr)	Fall 2002 (9/13/02)	Fall 2003 (10/29/03)	Fall 2004 (9/2/04)
ENG 100	518	709	623	627
ENG 100A	35	33	29	34
ENG 101	75	100	76	82
ELI 100	49	53	39	51
<b>TOTAL</b>	<b>677</b>	<b>895</b>	<b>767</b>	<b>794</b>

## EXHIBIT D

### SYMBOLIC REASONING (FS)

	Fall 2001 (final enr)	Fall 2002 (9/13/02)	Fall 2003 (10/29/03)	Fall 2004 (9/2/04)
AREC 210	171	**	**	**
AREC 310	33	**	**	**
BUS 250	**	**	104	0
ECON 301	**	**	65	80
ICS 141	**	96	76	42
ICS 241	**	58	43	54
MATH 100	580	703	660	651
MATH 111	0	**	12	26
MATH 140	160	201	154	161
MATH 203	25	52	52	66
MATH 215	54	60	111	120
MATH 241	204	250	207	256
MATH 251.	33	0	30	33
NREM 203	**	**	106	168
PHIL 110	77	100	86	63
PHIL 111	**	**	0	43
QM 250	0	**	**	**
<b>TOTAL</b>	<b>1337</b>	<b>1520</b>	<b>1706</b>	<b>1763</b>

\*\* Course not designated as satisfying the FS requirement.

### Number of entering undergraduate students

(data from the MAPS Fall Enrollment Report, IRO )

	Fall 2001	Fall 2002	Fall 2003	Fall 2004
First-time*	1,764	2,000	2,108	not available
UH				
Transfer	759	671	623	not available
Non-UH				
Transfer**	1,176	1,263	1,164	not available
Returning	247	229	217	not available
<b>TOTAL</b>	<b>3,946</b>	<b>4,163</b>	<b>4,112</b>	

\* On average, 94% of the first-time students are freshmen.

\*\* Non-UH transfer includes students whose institution was not identified

## EXHIBIT E

General Education Office      Bilger 104      956-6660 (voice)      956-9170 (fax)      gened@hawaii.edu      [www.hawaii.edu/gened](http://www.hawaii.edu/gened)

### General Education

## Foundations Course Designation Proposal

for Fall 2004-Summer 2009

*Written Communication*

*Symbolic Reasoning*

*Global & Multicultural Perspectives*

The Foundations Board invites your department to propose an undergraduate course for a Foundations designation. The Foundations Board will review all proposals to ensure that approved courses meet Foundations Hallmarks. If the Foundations Board and the General Education Committee approve the designation, all sections of the course will receive the Foundations designation for five years.

Background: Since Fall 2001, undergraduates must take approved courses in Written Communication (3 credits), Symbolic Reasoning (3 credits), and Global and Multicultural Perspectives (6 credits). For full information about General Education requirements, see the *2003-2004 Catalog*, pages 70-74 (online at [www.catalog.hawaii.edu](http://www.catalog.hawaii.edu)), or visit [www.hawaii.edu/gened](http://www.hawaii.edu/gened).

**To propose a course, submit the following to the General Education Office (Bilger 104; fax 956-9170):**

- a) this form, completed;
- b) a copy of the course's UHM-1 or UHM-2 form, if the course is new or being modified;
- c) a description of how the course meets the Foundations Hallmarks (see page 2);
- d) an explanation of how you will demonstrate in five years that this course has been meeting the Foundations Hallmarks; and
- e) a master syllabus. (If multiple instructors teach the course and use varying texts and/or assignments, include three representative syllabi.)

**Proposal Deadline: Monday, November 10, 2003**

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The Foundations Board will review the information you provide to ensure that the course meets all of the Foundations Hallmarks for the requested area. If clarification is needed, a Board member will contact you.

1. Please provide course information. Subject \_\_\_\_\_ Course number \_\_\_\_\_  
(e.g., "ANTH")

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

Course title: \_\_\_\_\_

2. Select the Foundations area you are requesting for the above course. (Check one.)

Written Communication     Symbolic Reasoning     Global & Multicultural Perspectives

3. *Existing course:* Is the course description in the *2003-2004 Catalog* **consistent with the Hallmarks** of the Foundations area requested?

Yes     No— If "No," complete a UHM-2 form with a course description that is consistent with the Hallmarks.  
A copy of the UHM-2 form with the College or School Dean's signature is required.

*New course:* Submit a copy of the UHM-1 form (College or School Dean's signature is required) if the course is new.

4. Provide the requested information for the Foundations designation you are seeking (see page 2).

5. Department Chair signature is required.

Department chair signature

Date

Department chair's printed name

Email

Campus Address

Campus Phone

## EXHIBIT E

## 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 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 two different groups. *Where does your course best fit in this scheme (Group A, B, or C)?*