



April 22, 2004

TO: ✓ Chief Academic Officer, Honolulu Community College
Chief Academic Officer, University of Hawai'i at Mānoa
Faculty Senate Chair, Honolulu Community College
Faculty Senate Chair, University of Hawai'i at Mānoa

FROM: Dave Stegenga 
Chair, General Education Committee
Margit Watts 
Chair, Foundations Board

RE: Honolulu Community College Articulation Board Structure (A Proposal)

We appreciate receiving the *HCC Articulation Board Structure (A Proposal)*. The UHM Foundations Board, upon reviewing the Foundations aspects of the *Proposal*, supports these elements:

- creating a HCC Foundations committee containing 6 members who have special responsibility for the three areas and staggering their terms;
- charging the HCC Foundations committee with creating an assessment plan and with communicating assessment data to other UH Foundations Committees.

The UHM General Education Committee and Foundations Board support the process explained in Karl Kim's March 11, 2004 memo to David McClain. We are committed to working with the HCC Foundations Board so that an appropriate process for articulation can be developed. Finally, we welcome the progress that our two campuses are making on this issue.

Honolulu Community College
University of Hawai'i

General Education
Foundations Course Designation Proposal
For Fall 2004 — Summer 2009

Written Communication Symbolic Reasoning Global & Multicultural Perspectives

The Honolulu Community College Foundations Board invites you and 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: Undergraduates must take approved courses in Written Communication (3 credits), Symbolic Reasoning (3 credits), and Global and Multicultural Perspectives (6 credits).

To propose a course, submit the following to the Honolulu Community College Foundations Board:

- a) The attached form, page 3, completed;
- b) If the course is new or being modified, a copy of Honolulu Community College's Curriculum Action Proposal Form;
- 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: February 10, 2004

Foundations Hallmarks and Application Questions

WRITTEN COMMUNICATION

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 completes 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

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?*

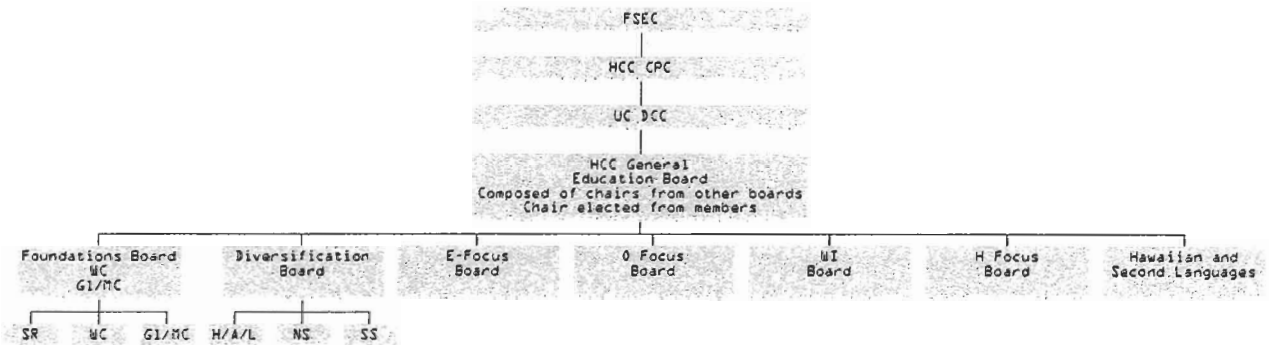
GLOBAL AND MULTICULTURAL PERSPECTIVES

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 Global and Multicultural courses will provide a large-scale analysis of human development and change over time from prehistory to the present.

HCC Articulation Board Structure Approved Fall 2004

The proposal below is for creation of a series of boards to review courses for articulation to the UH System that mirrors the structure of the general education curriculum approval structure at UH Manoa. The goal is to provide a transparent structure for articulation of HCC courses into the UH System that is also efficient and answers articulation needs.

General Education Board Proposed Organization



1. HCC General Education Board

- (1) Exists for the purpose of coordinating articulation review boards, providing reports to FSEC on board decisions, CPC on curriculum decisions, and interfacing with UH System Boards when necessary.
- (2) Composed of the chairs of each of the articulation boards with the chair to be elected from among the members of the committee.
- (3) Purpose: The General Education board should meet regularly in order to consider the articulation process at the campus level, and at the UH system level. The board must provide official reports to UC-DCC on courses passed through the review process twice each year - once in Fall and once in Spring semester. Additionally, the board will keep minutes, and post those minutes to the WWW, which include descriptions of the assessment processes used by each articulation board it oversees. Board members will act as liaisons to system boards and will provide required reports to those system boards.

● Focus Boards:

E-Focus Board:

Consists of **3** members –two for each area:

- Members shall be appointed jointly by the Chair of FSEC and the Chair of the General Education Board, in consultation

the Chair of the General Education Board, in consultation with the Dean of the University College.

- Terms shall be two years, staggered to provide for institutional memory.
- The chair is also a member of the Gen Ed. Board.
- This board will decide on procedures for reviewing and approving courses based on the core hallmarks in the E-Focus area. Those procedures will become a matter of record in minutes published on the WWW and made available to the campus community.
- This board will also create a clear and transparent plan for assessing the effectiveness of courses it has approved, in order to provide continuous feedback to the system E-Focus Board to maintain confidence in its approval process. That plan will also be made available to the campus community, and to the system E-Focus Board.
- The board will be charged with reporting to the Gen Ed Board, and through the Gen. Ed. Board to the UC-DCC, in Writing, once each semester as to the courses it has reviewed and approved for E-Focus Designations. Its chair or designee will also report to the System E-Focus Board.

O-Focus Board

- Consists of **3** members.
- Members shall be appointed jointly by the Chair of FSEC and the Chair of the General Education Board, in consultation with the Dean of the University College.
- Terms shall be two years, staggered to provide for institutional memory.
- The chair is also a member of the Gen Ed. Board.
- This board will decide on procedures for reviewing and approving courses based on the core hallmarks in the O-Focus area. Those procedures will become a matter of record in minutes published on the WWW and made available to the campus community.
- This board will also create a clear and transparent plan for assessing the effectiveness of courses it has approved, in order to provide continuous feedback to the system O-Focus Board to maintain confidence in its approval process. That plan will also be made available to the campus community, and to the system O-Focus Board.
- The board will be charged with reporting to the Gen Ed Board, and through the Gen. Ed. Board to the UC-DCC, in Writing, once each semester as to the courses it has reviewed and approved for O-Focus Designations. Its chair or designee will

also report to the System O-Focus Board.

WI Board

- Consists of **4** members.
- Members shall be appointed jointly by the Chair of FSEC and the Chair of the General Education Board, in consultation with the Dean of the University College.
- Terms shall be two years, staggered to provide for institutional memory.
- The chair is also a member of the Gen Ed. Board.
- This board will decide on procedures for reviewing and approving courses based on the core hallmarks in the WI area. Those procedures will become a matter of record in minutes published on the WWW and made available to the campus community.
- This board will also create a clear and transparent plan for assessing the effectiveness of courses it has approved, in order to provide continuous feedback to the system WI Board to maintain confidence in its approval process. That plan will also be made available to the campus community, and to the system WI Board.
- The board will be charged with reporting to the Gen Ed Board, and through the Gen. Ed. Board to the UC-DCC, in Writing, once each semester as to the courses it has reviewed and approved for WI Designations. Its chair or designee will also report to the System WI Board.

Hawaiian and Second Languages Board

- Consists of **3** members.
- Members shall be appointed jointly by the Chair of FSEC and the Chair of the General Education Board, in consultation with the Dean of the University College.
- Terms shall be two years, staggered to provide for institutional memory.
- The chair is also a member of the Gen Ed. Board.
- This board will decide on procedures for reviewing and approving courses based on the core hallmarks in the Hawaiian and Second Languages area. Those procedures will become a matter of record in minutes published on the WWW and made available to the campus community.
- This board will also create a clear and transparent plan for assessing the effectiveness of courses it has approved, in order to provide continuous feedback to the system Hawaiian and Second Languages Board to maintain confidence in its

approval process. That plan will also be made available to the campus community, and to the system Hawaiian and Second Languages Board.

- The board will be charged with reporting to the Gen Ed Board, and through the Gen. Ed. Board to the UC-DCC, in Writing, once each semester as to the courses it has reviewed and approved for Hawaiian and Second Languages Designations. Its chair or designee will also report to the System Hawaiian and Second Languages Board.

H-Focus Board

- Consists of **3** members.
- Members shall be appointed jointly by the Chair of FSEC and the Chair of the General Education Board, in consultation with the Dean of the University College.
- Terms shall be two years, staggered to provide for institutional memory.
- The chair is also a member of the Gen Ed. Board.
- This board will decide on procedures for reviewing and approving courses based on the core hallmarks in the H-Focus area. Those procedures will become a matter of record in minutes published on the WWW and made available to the campus community.
- This board will also create a clear and transparent plan for assessing the effectiveness of courses it has approved, in order to provide continuous feedback to the system H-Focus Board to maintain confidence in its approval process. That plan will also be made available to the campus community, and to the system H-Focus Board.
- The board will be charged with reporting to the Gen Ed Board, and through the Gen. Ed. Board to the UC-DCC, in Writing, once each semester as to the courses it has reviewed and approved for H-Focus Designations. Its chair or designee will also report to the System H-Focus Board.

The General Education Board is charged with confirming that Focus Boards are operational, and that membership rotates among faculty qualified to act as board members. The charters of those boards shall be approved by the members of the General Education Board. Focus Board Chairs will also be members of the General Education Committee. The Focus Boards will henceforth be considered to be FSEC committees overseen by the General Education Board.

2. Foundations board

- Consists of **3** members –two for each area: Symbolic Reasoning, Written Communication, Global/Multicultural.
- Members shall be appointed jointly by the Chair of FSEC and the Chair of the General Education Board, in consultation with the Dean of the University College.
- Terms shall be two years, staggered to provide for institutional memory.
- The chair is also a member of the Gen Ed. Board.
- The Board will appoint subcommittees for each of its cour areas: Symbolic Reasoning, Written Communication, and Global Multicultural, consisting of specialists in that area, each which will be tasked with reviewing specific proposals in that area.
- This board will decide on procedures for reviewing and approving courses based on the core hallmarks in the Foundations area. Those procedures will become a matter of record in minutes published on the WWW and made available to the campus community.
- This board will also create a clear and transparent plan for assessing the effectiveness of courses it has approved, in order to provide continuous feedback to the system Foundations Board to maintain confidence in its approval process. That plan will also be made available to the campus community, and to the system Foundations Board.
- The board will be charged with reporting to the Gen Ed Board, and through the Gen. Ed. Board to the UC-DCC, in Writing, once each semester as to the courses it has reviewed and approved for Foundations Designations. Its chair or designee will also report to the System Foundations Board.

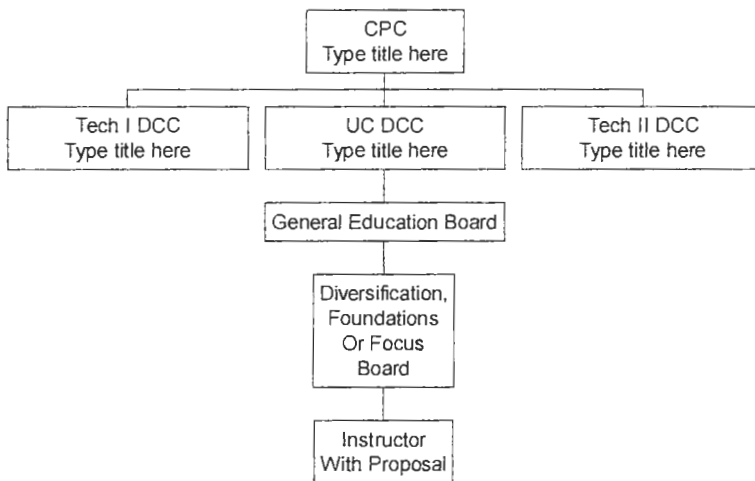
3. Diversification Board

- Consists of **3** members to be chosen from faculty across the campus who have courses that are designated as diversification courses.
- Members shall be appointed jointly by the Chair of FSEC and the Chair of the General Education Board, in consultation with the Dean of the University College.
- Terms should be two years, staggered to provide for institutional memory.
- The board chair will also be a member of the Gen Ed. Board.
- The Board will appoint subcommittees for each of its core areas: Humanities, Art, and Literature; Natural Sciences; and Social Sciences consisting of specialists in that area, each which will be tasked with reviewing specific proposals in that area.
- This board will decide on procedures for reviewing and

approving courses. That procedure will be made public via the World Wide Web, and on paper for any member of the campus community to review.

- This board will also create a clear and transparent plan for assessing the effectiveness of courses it has approved, in order to provide continuous feedback to the system Diversification Board to maintain confidence in its approval process. That plan will also be made public, and provided to the UH System Diversification Review Board.
 - The board will be charged with reporting to the Gen Ed Board, and through the Gen. Ed. Board to the UC-DCC, in Writing, once each semester as to the courses it has reviewed and approved for Foundations Designations.
4. The General Education Board shall undertake to faithfully provide the reports of the boards to the UC DCC once each semester, and to provide a liaison between HCC FSEC/Articulation boards and UH System Foundations, Diversification, and Focus Boards.
 5. The creation of this structure of boards for review of courses based on the WI model for UH System articulation in no way changes the authority of the HCC CPC and DCC committees to make decisions on curriculum and courses as they apply to HCC requirements and curriculum. The boards will undertake to approve courses for designation as Foundations, Diversification, H-Focus, O-Focus, E-Focus, Writing Intensive, and Hawaiian Language Focus courses for both UH System, and HCC core curriculum purposes. Providing that any course so designated has first been approved for inclusion in the HCC Catalog, CPC and DCC will accept the decisions of the boards for focus designations. However, since every UC course will now be within one of the categories certified by these boards, the boards will receive all new course proposals and proposals for changes to existing courses and review them prior to review by DCC and CPC. Review of all courses for amendments or new course approvals must be accomplished by September for inclusion in the upcoming Fall semester catalog.

Flow Chart for Course Approval at HCC



6. Further, each board will undertake to review 20% of courses already designated within its core category each year, evaluating the courses based on the proposals made, and on their effectiveness in meeting the assessment criteria established by the board and the instructor.
7. According to the rules of the core curriculum, courses approved for designation as meeting Focus hallmarks are specific to the instructor receiving the designation. Such designation cannot be transferred to a course taught by an instructor whose course outline has not gone through the review process, regardless of the numbering of the course in the HCC catalog.
8. The FSEC shall undertake to provide to the Dean of the University College, once each semester, the reports of the Foundations, Diversification, and Focus boards, and once each year its own report, which specifies courses determined by these boards to meet the standards and hallmarks determined by the UH System articulation boards.