

OCT 18 2006

University of Hawai'i

**LEEWARD COMMUNITY COLLEGE**

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Office of the Chancellor

October 3, 2006

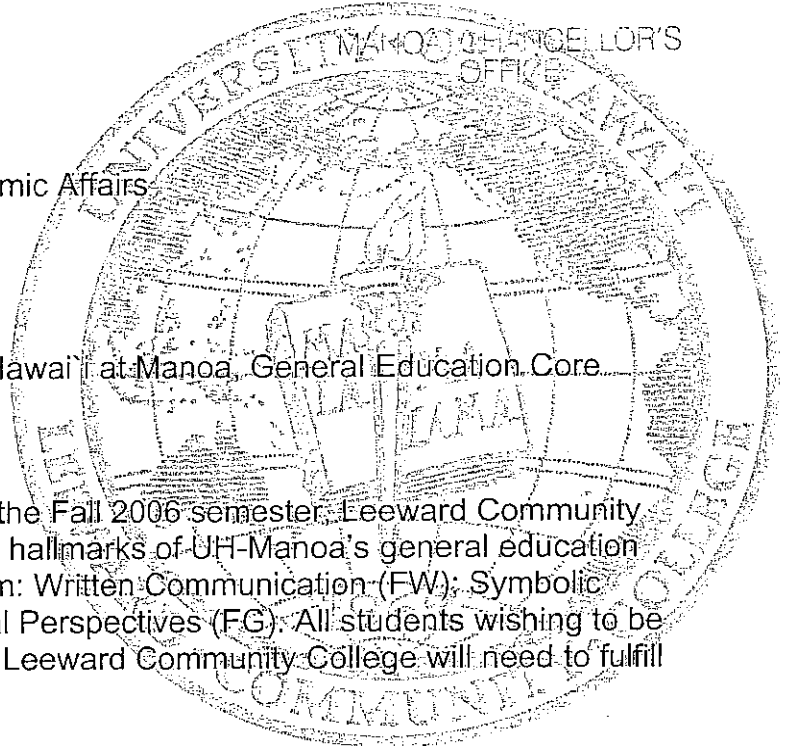
'05 OCT 10 P4:08

**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 Pecsok, 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

**General Education Foundations Board  
Leeward Community College  
Fall 2006**

**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

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James Goodman  
Chief Academic Officer  
Leeward Community College

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Date

Recommendations for LCC Membership  
UH System General Education Foundations Board

January 27<sup>th</sup>, 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 tyhr 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).

**LEeward COMMUNITY COLLEGE**

5053  
7/6/06  
P. Kocoo

January 4, 2006

MEMORANDUM

TO: David McClain  
Interim President

VIA: John Morton *JM*  
Vice President for Community Colleges

FROM: Peter Quigley *PQ*  
Chancellor

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

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE  
06 JAN 17 05:03  
RECEIVED

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.

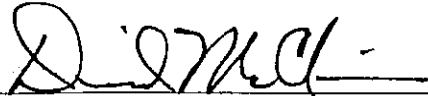
ACTION RECOMMENDED:

Approval is recommended to Leeward Community College's AA degree core Revisions effective Fall 2006.

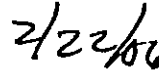
Attachment(s)

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~~:



David McClain  
Interim President



Date

**Recommended Changes to LCC's AA Degree Categories  
Names of categories; Credits/Courses**

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



**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.

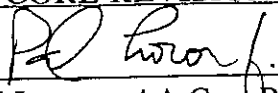
\* Once accepting these LCC would then set up a system for having boards for each. These boards would ensure that courses in the categories do meet the hallmarks, especially in the Foundations category. Also, once the boards have been established, Leeward will have representation on system-level boards (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**

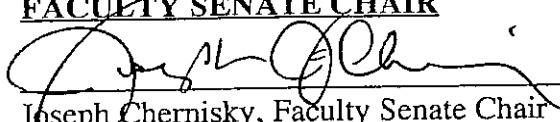
**AA CORE REVISION COMMITTEE**

**DATE**

  
\_\_\_\_\_  
Paul Lococo, AA Core Revision Committee Chair

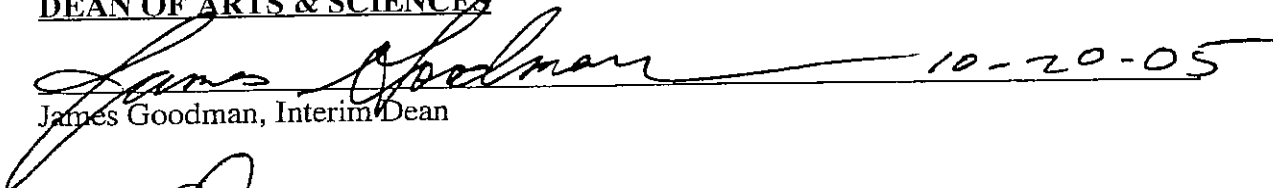
4/29/05

**FACULTY SENATE CHAIR**

  
\_\_\_\_\_  
Joseph Chernisky, Faculty Senate Chair  
Faculty Senate Vote:

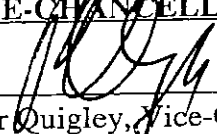
10/12/05

**DEAN OF ARTS & SCIENCES**

  
\_\_\_\_\_  
James Goodman, Interim Dean

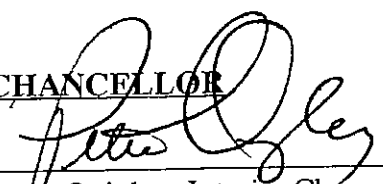
10-20-05

**VICE-CHANCELLOR/CAO**

  
\_\_\_\_\_  
Peter Quigley, Vice-Chancellor/CAO Leeward Community College

12-15-05

**CHANCELLOR**

  
\_\_\_\_\_  
Peter Quigley, Interim Chancellor Leeward Community College

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.

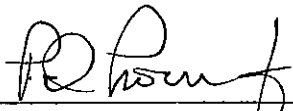
2. In the Spring of 2006 adoption of the new A.A. Core Curriculum was approved by the Chancellor of Leeward Community College (12/15/05) and the President of the University of Hawaii system (2/22/06).

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

2/7/07

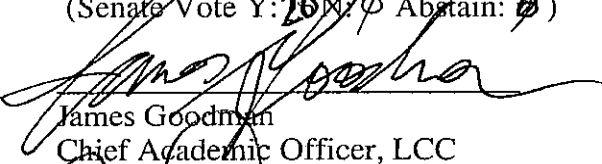
Date



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

2/7/07


Date



James Goodman  
Chief Academic Officer, LCC

2-9-07

Date



Peter Quigley  
Chancellor, LCC

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 expositions of applications. Students may also be exposed to the power, clarity and precision of formal systems by constructing proofs (including symbolic proofs of validity), deriving formulas of*

appreciable applicability, or justifying the uses of applications in concrete context. In any of these situations, formal reasoning and/or symbolism should play a significant or essential role.

- *The exposure to the beauty of formal systems can be provided by the presentation of elegant proofs, tricky, i.e., creative, applications of formulae, or the derivation of unexpected applications.*

## **2. Help students understand the concept of proof as a chain of inferences.**

- *A non-trivial component of the course should be deductive proof.*
- *Students should be required to demonstrate an understanding of the difference between a correct and incorrect proof.*
- *Students should understand the distinction between inductive and deductive, 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

Associate in Arts Degree  
 60 credits numbered 100 or above  
 43 credits General Education Core  
 17 credits of electives  
 2 Writing Intensive courses  
 1 Hawaiian, Asian, Pacific course

see page 20 for additional requirements.

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)  
 Third course in either DB, DP, or DO  
 One of the three courses must have a lab.

### 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 103 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-Calc: Trig & Anal 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: Intercultural Communications*  
*SP 151 Personal and Public Speech*  
*SP 200 Speaking Skills for Prospective Teachers*  
*SP 231 Interpretative 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  
 DNCE 150 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 Inter. Drawing  
 ART 243 Inter. Ceramics, Hand Building  
 ART 244 Inter. Ceramics, Wheel Throwing  
 DNCE 121 Beginning Ballet  
 DNCE 131 Modern Dance I  
 DNCE 132 Modern Dance II  
 DNCE 160 Intro to Hawaiian Dance  
 DNCE 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 122B Intermediate Voice Class  
 MUS 122C Beginning Piano Class II  
 MUS 122D Classic Guitar II  
 MUS 122E Folk Guitar II

MUS 122F Slack Key Guitar  
 MUS 122Z 'Ukulele II  
 MUS 180 Aural Perception and Notation  
 MUS 201 Vocal Ensemble:  
 MUS 221B Advanced Voice Class  
 MUS 221C Intermediate Piano Class I  
 MUS 221D Woodwind, Brass or Percussion  
 MUS 221G Contemporary Guitar  
 MUS 221H Classic Guitar III  
 MUS 222C Intermediate Piano Class II  
 MUS 232 Applied Music

### 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: Lit and 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: 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 250H 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 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 200 Cultural Anthropology  
 ANTH 210 Archaeology  
 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 240 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 categories 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.

#### Diversification Biological (DB)

One course required

BIOL 100 Human Biology  
 BIOL 101 Biology for Non-Majors (lect/lab)  
 BIOL 124 Environment and Ecology  
 BIOL 124L Environment and Ecology Lab  
 BIOL 171 Intro to Biology I  
 BIOL 171L Intro to Biology I Lab  
 BIOL 200 Coral Reefs (lect/lab)  
 BIOL 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 241 Fundamentals of Biochemistry  
 BIOC 251 Elements of Biochemistry  
 CHEM 100B Chemistry and Man (lect/lab)  
 CHEM 151B Elem. Survey of Chemistry  
 (lect/lab)  
 CHEM 152B Organic & Biorganic  
 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 Computing 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.

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**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)?*