Foundations: Global and Multicultural Perspective(FG)
Designation Evaluation Form

Proposer Name:			
1. **Course information**	Course Alpha:	Course Number:	Course Title:

HALLMARKS	DID THE PROPOSER ADEQUATELY ANSWER THESE QUESTIONS:	COMMENTS	YES/NO
1. Provide students with a large-scale analysis of human development & change over time.	A. Please explain how your course best fits in this scheme: Group A–content primarily before 1500 CE; Group B–content primarily after 1500 CE; or Group C–pre-history to present.		
2. Analyze the development of human societies & their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) & using multiple perspectives.	A. Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered? B. How will students analyze the development of human societies and cultural traditions in Africa, the Americas, Asia, Europe, and Oceania?		
3. Offer a broad, integrated analysis of cultural, economic, political, scientific, &/or social development that recognizes the diversity of human societies & their cultural traditions.	A. Which of these aspects of development are analyzed? How does the course recognize diversity? Please explain how analyses are integrated.		
4. Examine processes of cross-cultural interaction & exchange that have linked the world's peoples through time while recognizing diversity.	A. What processes of cross-cultural interaction and exchange are examined? B. How does the course convey understanding of how cross-cultural interactions and exchanges have evolved over time, and how do they continue to influence today?		
5. Include at least one component on Hawaiian, Pacific, or Asian societies & their cultural traditions.	A. What component(s) of Hawaiian, Pacific, and/or Asian societies and their cultural traditions are included in the course?		
6. Engage students in the study & analysis of writings, narratives, tests, artifacts, &/or practices that represent the perspectives of different societies & cultural traditions.	A. List the perspectives that students will analyze and briefly explain the methods used for analysis (e.g. writings, narratives, texts, videos, artifacts, and/or practices).		

Reviewer		Date	

Foundations: Quantitative Reasoning(FQ)
Designation Evaluation Form

Proposer Name:			
1. **Course information**	Course Alpha:	Course Number:	Course Title:

HALLMARKS	DID THE PROPOSER ADEQUATELYANSWER THESE QUESTIONS:	COMMENTS	YES/NO
1. Provide students with theoretical justifications for, and limitations of, mathematical or statisticalmethods, and the formulas, tools, or approaches used in the course.	A. What mathematical or statistical formulas, tools, and/or approaches will be explored in the course? B. How will the instructor introduce and reinforce the theoretical justifications for and limitations of these methods, formulas, tools, or approaches?		
2. Include application of abstract or theoretical ideas and information to the solution of practical quantitative reasoning problems arising in pure and applied research in specific disciplines, professional settings, and/or daily and civic life.	A. Describe the course content and provide the amount of course time (number of hours) that integrates relevant problems and practical applications. B. Provide sample activities, assignments/projects, and/or test questions that demonstrate the integration of relevant problems and practical application into the course.		
3. Provide opportunities for practice and feedback that are designed to help students evaluate and improve quantitative reasoning skills by including a course component at least once per week with a maximum 30:1 student-to-teacher ratio.	A. Describe the kinds of activities, assignments, and/or online resources that will provide opportunities to help students improve their quantitative reasoning skills on a weekly basis. B. Describe the kinds of feedback that students will receive from the instructor, tutors, and/or teaching assistants, online tutorials, etc on a weekly basis.		

4. Be designed so that students will be able to: a. identify and convert relevant quantitative information into various forms such as equations, graphs, diagrams, tables, and/or words; b. select appropriate techniques or formulas, and articulate and evaluate assumptions of the selected approaches; c. apply mathematical tools and perform calculations (including correct manipulation of formulas); d. make judgments, create logical arguments, and/or draw appropriate conclusions based on the quantitative analysis of data, the assumptions made, the limitations of the analysis, and/or the reasonableness of results; e. effectively communicate those results in a variety of appropriate formats.	A. Where in the course will students demonstrate the five quantitative reasoning skills listed in this Hallmark? To address this question, please provide some examples or samples of assignments and model solutions/products that reflect all five skills.			

Reviewer		Date	

Foundations: Written Communication(FW)
Designation Evaluation Form

1. **Course information**	Course Alpha:	Course Number:	Course Title:

HALLMARKS	DID THE PROPOSER ADEQUATELY ANSWER THESE QUESTIONS:	COMMENTS	YES/NO
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.	A. What forms of writing are taught in the course? B. What purposes and what audiences will students address?		
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.	A. How will the instructors guide students through the writing process and help them make effective use of the instructor, peer, tutor and/or online tutorial feedback?		
3. Require at least 5000 words of finished prose–equivalent to approximately 20 typewritten/printed pages.	A. How many pages and words of finished prose will each student complete?		
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.	A. How will instructors help students develop information literacy? B. How will students learn to incorporate, acknowledge and cite sources appropriately?		
5. Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.	A. What reading strategies will be taught? B. How will students learn to make effective use of sources in their own writing?		

Reviewer

Date

Current HawCC
General Education Requirements

CORE REQUIREMENTS (18 credits)

Communications
9 credits:
- 3 credits Composition
- 3 credits Reading Skills
- 3 credits Oral Communication

Quantitative Reasoning
3 credits

World Cultures
6 credits

AREA REQUIREMENTS (19 credits)

Humanities
6 credits, GE designated in 2 different alphas

Natural Sciences
6 credits, and 1 credit Natural Science Lab course
GE designated with one course from each group; one of these courses must be accompanied by a lab course.

Group 1: Biological Sciences
Group 2: Physical Sciences

Social Sciences
6 credits, GE designated in 2 different alphas

HAWCC GRADUATION REQUIREMENTS

Writing Intensive (WI)
1 course

Hawaiian/Asian/Pacific
1 course

FOUNDATIONS REQUIREMENTS

Written Communication (FW)
3 credits

Quantitative Reasoning (FQ)
3 credits

Global and Multicultural Perspectives (FG)
6 credits, in 2 different groups

Group A	Group B	Group C
Prehistory to 1500	1500 to modern times	Prehistory to modern times

DIVERSIFICATION REQUIREMENTS

Arts, Humanities and Literature
6 credits, in 2 different areas:
Arts (DA), Humanities(DH), Literature (DL)

Natural Sciences
7 credits:
- 3 credits Biological Sciences (DB)
- 3 credits Physical Sciences (DP)
- 1 credit Natural Science Lab (DY)

Social Sciences (DS)
6 credits, in 2 different alphas

HAWCC GRADUATION REQUIREMENTS

Writing Intensive (WI)
1 course

Hawaiian/Asian/Pacific (HAP) 1 course,
from Requirements or Electives

Reading Skills
3 credits

Oral Communication
3 credits