Hawai`i Community College

Foundations Course Designation Proposal

Global & Multicultural Perspectives Quantitative Reasoning Written Communication

The HawCC General Education Committee (GEC) invites your department to propose a course for inclusion in the AA and AS Degree Foundations category. The GEC will review all proposals to ensure that approved courses meet Foundations Hallmarks. If clarification is needed, a GEC member will contact the department chair. If the GEC approves the proposal, all sections of the course will be designated as satisfying the requirement for five years beginning in the fall semester it first appears in the catalog.

Department Chairs should submit this form and accompanying materials directly to the GEC Chair. Please submit materials via email in .pdf format and submit a hard copy of the signature page to the GEC Chair's mailbox.

Deadline for Fall 2018 Foundations Designation: **DATE**
The GEC will accept proposals past the deadline. However, submitting a proposal past the deadline may delay the effective date of the designation, if approved. The Department should allow at least one month for review by the GEC and be mindful of publication deadlines for inclusion in the catalog.

REQUESTED INFORMATION

1. *Course information*. If the course is cross listed, please provide the cross-listing.

   Course Alpha **[ ]** (e.g., "ANTH") Course number **[#]**

   Course title: **[ ]**

2. *Foundations area requested*. Check <u>one</u>.

Global & Multicultural Perspectives Quantitative Reasoning Written Communication

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 (see attachment X). If the course is new or being modified to reflect the Hallmarks, the department must also follow the appropriate Curriculum Approval process. The new course (or modification to the course) must be approved by Faculty Senate before the GEC will review the course.

4. *Course Syllabus and Outline of Record*. Provide the following:
   a) Course syllabus. If multiple instructors teach the course, include representative syllabi from all instructors. Course syllabi should include a general semester schedule for the course and the appropriate hallmarks for the Foundations designation requested.
   b) Submit the official Course Outline of Record (COR). The COR must reflect how the hallmarks are met (see 5b below).

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5. *Assessment*. Provide the following:
    a) A copy of your assessment plan, signed by the Assessment Coordinator.
    b) A completed matrix (see attachment X) that demonstrates how the Foundations Hallmarks are aligned to your course learning outcomes. Include relevant objectives or topics from the COR that further support the CLO alignment.
    c) If this is a renewal, also provide your closing-the-loop documents which show the discussion of the results of your assessment, and what improvements, if any, are planned.

6. *Application of Hallmarks.* Provide an adequate response to each of the required questions for the desired Foundations designation area (see attachment X).

7. *Signatures*. Department chair's signature is required.

[LEAD INSTRUCTOR'S NAME_____] _____ [DATE]
Lead Instructor's name | Lead Instructor's signature | date

[DEPT. CHAIR'S NAME_____] _____ [DATE]
Department chair's printed name | Department chair's signature | date

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Application of Hallmarks Questions

GLOBAL AND MULTICULTURAL PERSPECTIVES (FG):

Introduction: 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 prehistory to modern times through consideration of narratives and artifacts from diverse cultures. At least one component of each of these courses will involve the indigenous cultures of Hawai'i, the Pacific, or Asia.

To satisfy the FG requirement, a course will:

FG Hallmarks are numbered with explanatory notes in italics. Questions you must answer in your application are in bold.

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)*

    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 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).*

    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, 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).*

    a. **Which of these aspects of development are analyzed? How does the course recognize diversity? Please explain how analyses are integrated.**

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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.*

    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 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.*

    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 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.*

    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).**

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QUANTITATIVE REASONING (FQ):

Introduction: FQ courses should strive to impart an appreciation for the relevance and usefulness of quantitative reasoning. We define quantitative reasoning as the ability to apply mathematical concepts to the interpretation and analysis of quantifiable information, expressed numerically or graphically, in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It includes the ability to:

- recognize the limits of mathematical or statistical methods;
- understand and communicate quantitative information using such tools as variables and equations, graphs and charts, words/sentences;
- apply math skills;
- judge reasonableness of results.

The primary goal of FQ courses is to teach mathematical reasoning and tools at the college level. While additional course material (natural science, social science, etc.) can serve as a valuable context for learning these skills, it should not overshadow the primary goal.

To satisfy the FQ requirement, a course will:

FQ Hallmarks are numbered with explanatory notes in italics. Questions you must answer in your application are in bold.

1. Provide students with theoretical justifications for, and limitations of, mathematical or statistical methods, 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 minimum of 10% of course content (lecture content, homework problems, and exam problems) should include practical examples. Faculty members are encouraged to exceed this.*
   - *Practical examples might involve a physical situation, professional application, or daily life. Faculty members are encouraged to situate some practical examples in a rich context.*
   - *Practical examples should be integrated throughout the academic term.*

   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.**

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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.
    - *Examples of acceptable formats include, but are not limited to: small lectures with maximum enrollment of 30 students; large lectures with 30-student-maximum weekly recitation sections, discussion sections, or problem sessions led by trained graduate assistants or trained undergraduate peer-tutors; large lectures with weekly 30-student-maximum supervised computer lab sessions designed to reinforce and practice lecture material.*

    - *Acceptable training for graduate students and undergraduate peer-tutors may include, but is not limited to, University and/or Departmental start-of-semester TA training, weekly course TA meetings, or other consistent guidance and supervision by faculty.*

    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:
    i. identify and convert relevant quantitative information into various forms such as equations, graphs, diagrams, tables, and/or words;
    ii. select appropriate techniques or formulas, and articulate and evaluate assumptions of the selected approaches;
    iii. apply mathematical tools and perform calculations (including correct manipulation of formulas);
    iv. 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;
    v. effectively communicate those results in a variety of appropriate formats.
        - *Individual practical examples will likely emphasize some aspects of this hallmark while omitting others. However, the course as a whole must ultimately address each aspect of this Hallmark.*
        - *Hallmark 4 is intended to help students identify the major components or factors involved in an analytical problem and determine the arrangement of evidence in evaluating the problem.*

    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.

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Application of Hallmarks Questions

WRITTEN COMMUNICATIONS (FW):

Introduction: Written Communication courses introduce students 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. Courses also provide students with experiences in the library and on the internet and enhance their skills in accessing and using various types of primary and secondary materials.

To satisfy the FW requirement, a course will:

FW Hallmarks are numbered with explanatory notes in italics. Questions you must answer in your application are in bold.

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 Foundations 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).*

    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.
    - *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.*

    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.
    - *"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, e-mail letters, pre-writing exercises, unrevised in-class writing, or feedback to peers should not normally be considered "finished prose."*

    a. How many pages and words of finished prose will each student complete?

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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.*

    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?

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