4

FOUNDATIONS BOARD

Chapter 4 is primarily for members of the Foundations Board. It explains the members' responsibilities and duties and the composition of the Board. Foundations requirements are listed in chapter 1.

This chapter is based on the *Faculty Governance of UHM General Education* document, GEC policies, and the *Memorandum of Understanding* [MOU].

Responsibilities, Personnel, Duties

Responsibilities

The Foundations (F) Board works with departments, individual faculty, and first-year programs to foster the aims and goals of the Foundations requirements; periodically reviews the Hallmarks and student learning objectives (SLOs) for each Foundations area in an ongoing dialogue with its constituents (students, faculty, and Foundations representatives from other UH campuses); reviews and makes decisions on transfer credit evaluations (TCEs) and course proposals requesting a Foundations designation;[1] and recommends policies and procedures to the GEC regarding the Foundations requirements. It also evaluates SLOs and the effectiveness of the Foundations requirements, in cooperation with the GEC, GEO, and the Assessment and Curriculum Support Center (ACSC).

Annual Report: The F Board chair prepares an annual report and submits it to the GEO in mid-April. The GEC chair incorporates that report into a full Gen Ed report that reflects all Gen Ed activities that year. The full report is submitted to the Faculty Senate. Chapter 11 includes the latest reports from the GEC and board chairs as well as report guidelines.

GEO Advisory Group: Board chairs meet with the GEO Director and staff and the GEC chair and vice chair as needed each semester. Members exchange information but do not create policy.

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[1] In December 2012, the GEC approved a Foundations Board proposal to waive GEC review/approval when the Foundations Board unanimously recommends approval. However, due to logistical issues and other concerns, the policy was rescinded in October 2013. The GEC revisited the proposal in Fall 2017 and ultimately agreed to delegate decision-making authority for all Foundations proposals to the Foundations Board, effective October 2017.

Personnel

The Foundations Board has seven voting members recommended by the Committee on Faculty Service (CFS) and appointed by the Mānoa Faculty Senate Executive Committee (SEC) [approved by the Faculty Senate, 3/21/07]. A liaison from the GEC is appointed annually and serves as a non-voting member and the communication channel between the F Board and the GEC. A liaison from the GEO also attends meetings as a non-voting member to provide administrative and logistical advice and support and to serve as the communication channel between the F Board and the GEO. Voting members serve staggered 3-year terms. Terms begin July 1 and end June 30. No member may serve more than 4 consecutive years. Board members are selected using the following guidelines:

- 3 voting members are assigned a "special responsibility":
  - Global & Multicultural Perspectives (FG)
  - Quantitative Reasoning (FQ)[1]
  - Written Communication (FW)
- 1 voting member represents first-year programs; chosen and sent by the committee overseeing first-year programs[2]
- 3 voting members represent the full range of undergraduate education
- 1 non-voting member is a liaison from the GEC and serves as the communication channel between the two faculty groups.

Duties of Foundations Board members

1) Periodically review and refine the Hallmarks, guidelines, and other criteria for the acceptability, continuation, or deletion of Foundations courses, in an ongoing dialogue with its constituents (students, faculty, and Foundations representatives from other UH campuses);

2) assist the GEO in developing and revising standard memos and course proposal forms;

3) Evaluate course proposals, recording thoughts about proposal submissions in Laulima;

4) Negotiate with departments and faculty as needed, documenting those negotiations by summarizing conversations or copying and pasting emails and attachments in Laulima and forwarding emails with revised proposals to gened@hawaii.edu;

5) Designate courses to receive the FG, FQ, and FW designations,[3] recording individual votes on the Board's Google Sheet;

6) review Transfer Credit Evaluation (TCE) requests to determine whether transfer courses with no UHM course equivalent should be given a Foundations designation or can be used for FG proration;

7) foster the creation of new courses (in particular, linked courses in learning communities)

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[1] In Fall 2015, the Mānoa Faculty Senate voted to replace the Foundations-Symbolic Reasoning (FS) requirement with this requirement, which went into effect in Fall 2018.

[2] In recent years, an academic advisor has been appointed in this slot because there is no committee that oversees first-year programs. Students who have an FG proration-eligible course have their record reviewed by the F Board advisor to see if they qualify for FG proration.

[3] In Fall 2017, the GEC delegated full decision-making authority to the Foundations Board for all Foundations proposals.

through such activities as workshops or colloquia;

8) assist the GEC in maintaining a liaison with the UH System regarding articulation, transferability, and assignment of credit for courses in the Foundations areas;

9) in cooperation with the GEO, hold workshops for faculty who teach, or want to teach, Foundations courses, to explain the Hallmarks, to encourage innovation, and to ensure that voices of expertise are heard;

10) develop SLOs and conduct regular assessment of the effectiveness of the Foundations requirements, in cooperation with the GEC, the GEO, and the ACSC; and

11) guide policy development by reevaluating the effectiveness of the Hallmarks and Explanatory Notes.

Additional Duties of Board Chair and Vice Chair

The Foundations Board will elect its own chair and vice chair annually. The chair, with the support of the vice chair, is responsible for fulfilling additional responsibilities, which may include:

1) working with the GEO liaison to set the meeting schedule for the semester and to create meeting agendas, taking into account the timeline for proposal review;

2) running F Board meetings;

3) serving as the official point of contact for the F Board;

4) attending Advisory Group meetings;

5) attending Systemwide Foundations Board meetings; and

6) working with the GEO liaison to complete an F Board end-of-year report.

The vice chair assumes these responsibilities in the absence of the chair.

Foundations Hallmarks, Explanatory Notes, Learning Objectives, and Courses

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Below are the official Foundations Hallmarks created by the Foundations Board. In Spring and Fall 2006, the Foundations Explanatory Notes were developed through the joint efforts of faculty members from UH Mānoa, Honolulu CC, and Kapiʻolani CC, parties to the Multicampus Foundations Agreement. The Board uses these Hallmarks and Explanatory Notes to guide its review of courses. Changes to these require consultation with and approval of all Foundations Boards party to the Multicampus Foundations Agreement. Changes to the Foundations requirements require Faculty Senate approval. This last occurred in Spring 2015, when the Mānoa Faculty Senate (MFS) voted to replace the Foundations-Symbolic Reasoning (FS) requirement with a Foundations-Quantitative Reasoning (FQ) requirement (effective Fall 2018), and in Spring 2016, when the MFS approved the current FQ Hallmarks.

Global and Multicultural Perspectives (FG): 6 credits, 2 courses

Hallmarks and *Explanatory Notes*
To satisfy the Global and Multicultural Perspectives requirement, a course will

FG1. **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)*

FG2. **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).*

FG3. **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).*

FG4. **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.*

FG5. **include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.** [modified 04/04/06 from "Pacific, and Asian societies" to "Pacific, or Asian societies"]

- *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.*

FG6. **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.*

Student Learning Objectives (SLOs)

Students will be able to:

FGLO1. Global Learning (content/know): Students will demonstrate an understanding of human development and cultural changes through time from prehistory to the present and across major regions of the globe–Africa, the Americas, Asia, Europe, and Oceania–and with particular emphasis on the unique cultural contributions from Hawaiian, Pacific, and/or Asian societies. This includes identifying the basic role of some global and local institutions, ideas, and processes in human and natural worlds.

FGLO2. Intercultural Literacy (skill based/do): Using disciplinary-based modes of inquiry, and evidence by or about diverse cultures, students will imagine the perspectives of people from those cultures and evaluate the complexities of interactions across cultures.

FGLO3. Personal and Social Responsibility (value): Through interpersonal and/or intellectual engagement, students will respond to, interact with, describe, and/or analyze human cultures with sensitivity and respect.

GEC approved these revised SLOs for FG in Spring 2020.

FG Courses

To satisfy this requirement, students must take a total of six credits; the six credits must come from two different groups.

Group A (FGA; courses cover the time period prehistory to 1500 CE)

- ANTH 151, 151A Emerging Humanity
- ART 175, 175A Survey of Global Art I
- HIST 151 World History to 1500
- HIST 161A World Cultures in Perspective
- OCN 105/SUST 115 Sustainability in a Changing World
- PHIL 130 Introduction to World Philosophy I
- REL/WGSS 149 Introduction to the World's Goddesses
- WGSS 175 History of Gender, Sex, and Sexuality in Global Perspectives to 1500 CE

Group B (FGB; courses cover the time period 1500 CE to modern times)

- AMST 150, 150A America and the World
- ANTH 152, 152A Culture and Humanity
- ART 176, 176A Survey of Global Art II
- FSHN 141 Culture and Cuisine: The Global Diversity of Food
- GEO 102 World Regional Geography
- HAW 100 Language in Hawaiʻi: A Microcosm of Global Language Issues
- HIST 152 World History since 1500
- HIST 158 Global History of Food
- HIST 162A World Cultures in Perspective
- LAIS 120, Islands/Islas/Ilhas and Global Exchange
- LING 105 Language Endangerment, Globalization, and Indigenous Peoples
- MUS 105 Musical Meaning: How Music Shapes Identity
- MUS 107, 107A Music in World Cultures (formerly FGC)
- PHIL 131 Introduction to World Philosophy II
- POLS 150 Introduction to Global Politics
- POLS 160/SOC 180 Introduction to International and Global Studies
- REL/SUST 170 Religion and the Environment
- SPED 202 Global and Historical Perspectives of Disability in the Media
- TIM 102, 102A Food and World Cultures
- WGSS 176 History of Gender, Sex and Sexuality in Global Perspective, 1500 CE to the Present

Group C (FGC; courses cover the time period prehistory to modern times)

- BOT 107, 107A Plants, People, and Culture
- ERTH 135 Natural Disasters and Human History
- GEO 151 Geography and Contemporary Society
- HIST 156 World History of Human Disease
- HIST/SUST 157 Global Environmental History
- POLS 140 Introduction to Indigenous Politics

- REL 150 Introduction to the World 's Major Religions
- SLS 150 Learning Languages and Communicating Interculturally in a Global Multilingual World

Quantitative Reasoning (FQ): 3 credits

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:

- Understand and communicate quantitative information using such tools as variables and equations, graphs and charts, words/sentences;
- Apply math skills;
- Judge reasonableness of results; and
- Recognize the limits of mathematical or statistical methods.

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.

Hallmarks and *Explanatory Notes*

To satisfy the Quantitative Reasoning requirement, a course will

FQ1. **provide students with theoretical justifications for, and limitations of, mathematical or statistical methods, and the formulas, tools, or approaches used in the course.**

FQ2. **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.*

FQ3. **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.*

FQ4. **be designated 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; and**

e. **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.*

Student Learning Objectives (SLOs)

FQLO1. **Select** an appropriate mathematical approach for a given problem or practical application, identify relevant quantities or other information for the selected approach, and verify that the assumptions and limitations of the mathematical approach selected are appropriate for the relevant practical problem;

- *Herein, a "mathematical approach" refers to a set of formulas, models, algorithms, or other mathematical or statistical methods.*

FQLO2. **Convert** relevant quantities/information into the necessary symbolic, numerical, or graphical form as needed for the selected approach;

- *Conversion includes explaining the meanings of individual variables in a given context, and correctly associating quantities with their corresponding variables.*

FQLO3. **Use** mathematical approaches successfully, including performing correct chains of algebraic steps, symbolic manipulations, and/or numerical calculations;

- *Successful use also includes identifying the names and explaining the meanings of operational symbols and using them correctly in a given context.*

FQLO4. **Evaluate** the validity of a mathematical approach and its conclusions;

- *Evaluation may include: verifying correctness of solutions, where possible; reevaluating initial assumptions; assessing reasonableness of numerical results in practical applications or physical contexts; applying other accepted methods of judgment within particular disciplines.*

FQLO5. **Communicate** final conclusions in appropriate formats.
- *Appropriate formats may include symbolic expressions, graphs, or written statements.*
- *Final conclusion statements should reflect the outcome of deductive or statistical reasoning.*

FQ/FS Requirement and Courses

In Fall 2018, Quantitative Reasoning (FQ) replaced Symbolic Reasoning (FS) as a General Education requirement. To ensure there was adequate time for students who entered the UH System prior to Fall 2018 to complete their FS requirement, FS courses were offered through Summer 2023 at UH Mānoa and through Summer 2020 at UH community colleges.

Students entering the UH System in Fall 2018 and beyond may select courses with the FQ designation. Students who entered the UH System prior to Fall 2018 and have been continuously enrolled should refer to their original catalog year requirements. Students should contact their designated College/School academic or faculty advisor for more information.

FQ Courses

- ANTH 220 Quantitative Reasoning for Anthropologists
- BIOL/BOT 220 Biostatistics
- BUS 250* Applied Math in Business
- COMG 102 Everyday Communication with Numbers: A Survival Guide
- ERTH 102/SUST 113 Quantifying Global and Environmental Change
- ICS 141 Discrete Mathematics for Computer Science I
- MATH 100 Survey of Mathematics
- MATH 112* Math for Elementary Teachers II
- MATH 140** Precalculus: Trigonometry and Analytic Geometry
- MATH 161 Precalculus and Elements of Calculus for Economics and the Social Sciences
- MATH 203** Calculus for Business and Social Sciences
- MATH 215** Applied Calculus I
- MATH 241** Calculus I
- MATH 251A** Accelerated Calculus I
- NREM 203 Applied Calculus for Management, Life Sciences, and Human Resources
- PH 210 Quantitative Reasoning for Public Health
- PHIL 111 Introduction to Inductive Logic
- SOC 176 Introduction to Data Analysis
- UNIV 102 Using Data to Guide the Career Search

* Course has a prerequisite.
** Requires placement by Math Department's Precalculus Assessment; visit www.math.hawaii.edu.

Written Communication (FW): 3 credits

Hallmarks and *Explanatory Notes*
To satisfy the Written Communication requirement, a course will

FW1. **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).*

FW2. **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.*

FW3. **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."*

FW4. **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.*

FW5. **help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.**

Student Learning Objectives (SLOs)

FWLO1. Identify the purpose, audience, major claims, and kinds of evidence offered in a variety of texts;

FWLO2. Participate in academic discourse, as well as other forms of writing, by producing text with a clear purpose and audience, supported by evidence acceptable to that audience and, when applicable, using an appropriate citation style;

FWLO3. Develop recursive writing and researching processes, including identifying a controversy within a conversation or discourse community, conducting appropriate research, planning, drafting, critiquing, revising, and editing - taking into account written and oral feedback from the instructor and from peers;

FWLO4. Demonstrate essential information literacy skills, including discovering subject-specific information and arguments, understanding how information and arguments are produced and evaluated in relevant academic communities, critically evaluating claims in sources, and using source material effectively in creating new knowledge and participating ethically in communities of learning;

FWLO5. Locate resources for the continued support of their development as writers; and

FWLO6. Develop credibility by using appropriate language and diction, by effectively incorporating source material, and by portraying ideas in clear and clean prose.

FW Courses

- AMST 111 Introduction to American Studies Writing
- ENG 100, 100A Composition I
- ENG 190 Composition I for Transfer Students to UH Mānoa
- ESL 100 Composition I for Second Language Writers

To enroll in a course that meets the Written Communication requirement, students must first determine their course eligibility by visiting https://manoa.hawaii.edu/gened/req/foundations/. Non-native speakers of English should visit https://www.hawaii.edu/eli or contact the English Language Institute at (808) 956-8610, uhmeli@hawaii.edu.

Students can satisfy the FW requirement by earning a score of 4 or 5 on either of the Advanced Placement (AP) English examinations; see https://manoa.hawaii.edu/admissions/pdf/AP.pdf for details.

Foundations Proposal Review

The Foundations Board reviews proposals throughout the year. Deadlines are driven by the *Catalog* and UHM form deadlines. It is crucial that Foundations Board members meet and make recommendations prior to these deadlines. The GEO provides a calendar with a timeline.

Foundations courses are different in some respects from Focus classes:

- Foundations designations are restricted to **100- and 200-level courses**. Focus designations are at all levels for HAP and W and restricted to 300- and 400-level courses for E and O.

- Foundations requirements should be completed during the first year. Focus requirements can be completed throughout a student's time at Mānoa.

- All instructors of the course must meet the appropriate Foundations Hallmarks because **all course sections will have the Foundations designation every time the course is offered**. Instructor-based Focus designations are tied to both the instructor and the course. Consequently, only that instructor's section(s) of the course will be designated, and then only if the instructor and department agree.[1]

- Once given a Foundations designation, a course cannot have a Focus or Diversification designation.

Criteria for decision-making: Hallmarks and Explanatory Notes

The key to course approval for a Gen Ed designation is compliance with Hallmarks and Explanatory Notes. Each of the Foundations areas (FG, FQ, FW) has its own Hallmarks and Explanatory Notes, along with a set of questions that department chairs or Course Coordinators must answer when applying for or renewing a particular Foundations designation.

Board members read the materials submitted by the department. If they agree that the Hallmarks have been met, the course is approved. When materials fall short, the Board negotiates with the department to see if the course can be modified. Negotiation often results in a revised, successful proposal or renewal.

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[1] In Fall 2017, the GEC delegated full decision-making authority to the Foundations Board for all Foundations proposals.

[1] In Spring 2022, the GEC voted to move to all course-based Focus designations. Although active instructor-based approvals are being honored for the duration of their approval period, there is more predictability as more Focus approvals become course-based (i.e., for all course sections for the duration of the approval period).

Negotiation

When negotiation is necessary, the Board contacts the department chair or Course Coordinator as soon as possible. If no response is received after repeated attempts, the Board tells the GEO, which helps locate the department chair/Course Coordinator. Negotiation and open communication are critical. If appropriate negotiations take place, the GEC can be confident in the Board's decisions.
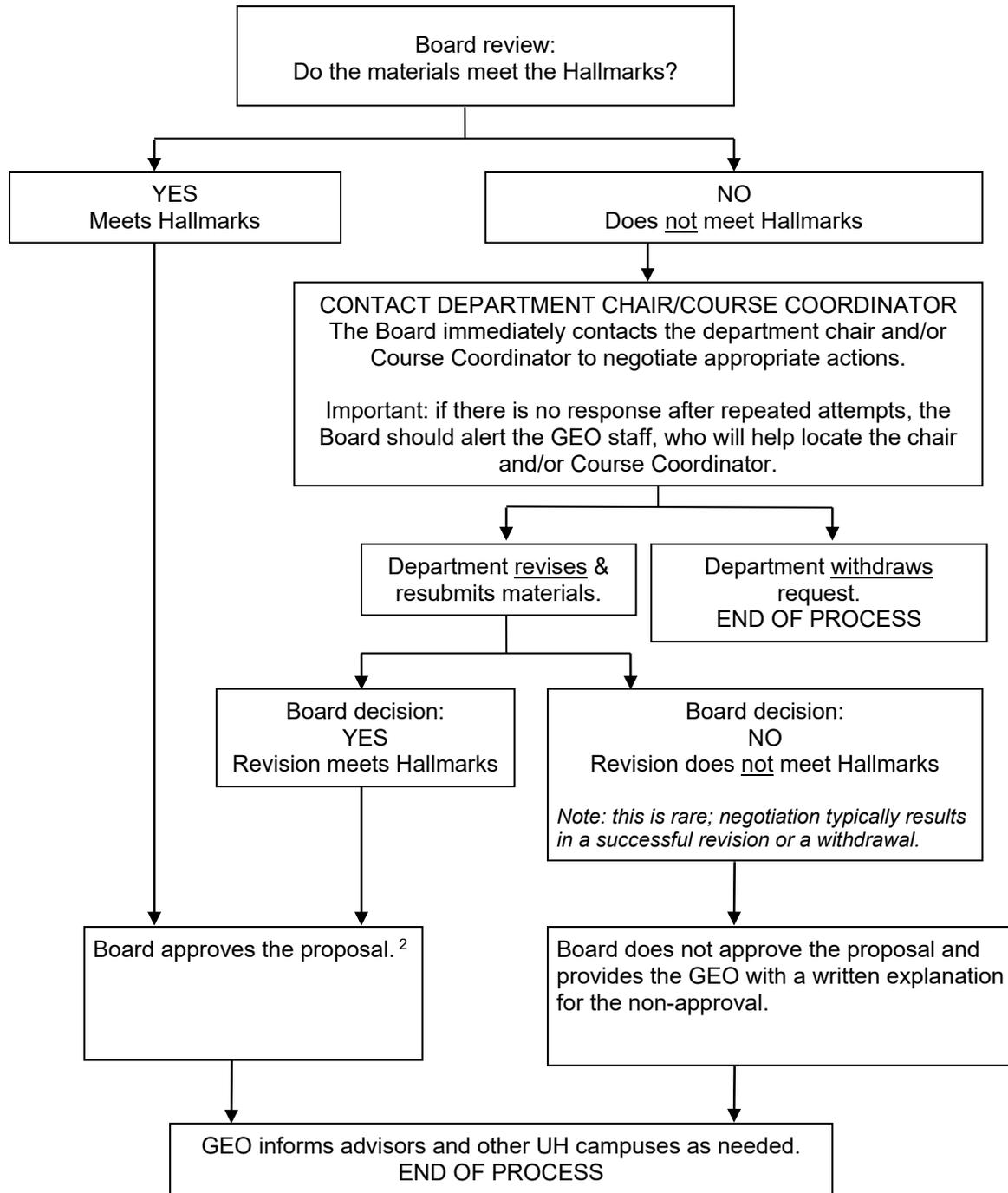

System Articulation

The Foundations Board cooperates with Foundations Boards at the other nine UH campuses, all of whom participate in a Foundations articulation agreement that is based on UH's writing-intensive model of articulation. In that model, each participating campus uses agreed-upon Hallmarks and Explanatory Notes to designate courses; approved courses are then accepted as such by the other participating campuses. An annual meeting is held to review decisions and policies. Because of this articulation agreement, the Foundations Board consults with the Systemwide Foundations Group prior to modifying the Hallmarks or Explanatory Notes, or to recommending a change in requirements. The UHM Foundations Board chair and vice chair and GEO Director typically represent UHM at Systemwide Foundations Group meetings.

History of the Hallmarks

During 2001-02, the Foundations and Focus Boards as well as the Diversification Subcommittee spent a good portion of their time and effort on developing criteria, or Hallmarks, for each of the Gen Ed areas. Working from the BOR-approved Gen Ed requirements, the Boards drafted Hallmarks and distributed them to UH faculty for feedback. The Hallmarks were then revised (some more than once) and adopted. The Explanatory Notes were drafted later by the Boards.

Foundations: Proposal Review Flowchart

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│          Board review:              │
│ Do the materials meet the Hallmarks?│
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YES	NO
Meets Hallmarks	Does not meet Hallmarks

CONTACT DEPARTMENT CHAIR/COURSE COORDINATOR
The Board immediately contacts the department chair and/or Course Coordinator to negotiate appropriate actions.

Important: if there is no response after repeated attempts, the Board should alert the GEO staff, who will help locate the chair and/or Course Coordinator.

Department revises & resubmits materials.

Department withdraws request.
END OF PROCESS

Board decision:
YES
Revision meets Hallmarks

Board decision:
NO
Revision does not meet Hallmarks

Note: this is rare; negotiation typically results in a successful revision or a withdrawal.

Board approves the proposal. [2]

Board does not approve the proposal and provides the GEO with a written explanation for the non-approval.

GEO informs advisors and other UH campuses as needed.
END OF PROCESS

[2] In Fall 2017, the GEC delegated full decision-making authority to the Foundations Board for all Foundations proposals.

UH Mānoa GENERAL EDUCATION

Foundations Course Designation Proposal:
Global & Multicultural Perspectives

UH Mānoa departments are invited to complete this proposal form for any 100- or 200-level course that meets the Foundations Global & Multicultural Perspectives (FG) Hallmarks. Departments are encouraged to contact the General Education Office early in their proposal development so that consultation can be arranged with the Foundations Board.

Departments are also encouraged to submit proposals prior to the deadlines listed below to provide sufficient time for the negotiation process that is sometimes necessary to secure approval for the desired start term.

Proposal forms – including all applicable supporting documentation – should be emailed to the General Education Office at gened@hawaii.edu.

Deadlines: Monday, September 23, 2024 for <u>Summer or Fall 2025</u> effective term
     Tuesday, February 18, 2025 for <u>Spring 2026</u> effective term

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REQUIRED INFORMATION

Place a check mark if this is a: _____ NEW PROPOSAL or _____ RENEWAL

Place a check mark if requesting: _____ FGA, _____ FGB, or _____ FGC

A. *Course information.* Subject _____ Course number _____
       (e.g., "ANTH")

   If the course is cross listed, provide the cross-listing: Subject _____ Course number _____

   Course title: _____

B. *Course description.* Submit a copy of the official course description. The course description must reflect the FG Hallmarks.

C. *UHM Form.* If this is a new course, please ensure you submit a completed UHM-1 form to the OVPAE by the published deadline. If any modifications are being made to the course, please submit a completed UHM-2 form. For more information, visit: https://manoa.hawaii.edu/ovcaa/program-approval-review/course-actions/

D. *Course syllabus.* Submit the master syllabus, including a calendar of topics, readings, and major assignments. If multiple instructors teach the course and use varying texts and/or assignments or will offer the course in an online format, include all representative syllabi.

E. *Signatures: Course Coordinator and Department Chair*

By signing below, the Course Coordinator (who must be a faculty member) acknowledges responsibility for <u>all</u> of the following:

- Serving as the official contact person regarding this course;
- Having detailed knowledge of course content and curriculum;
- Collecting and reviewing syllabi to make sure all sections – including those conducted in an online format – are taught with adherence to the Hallmarks;
- Providing professional development support as needed to instructors teaching the course.

The Course Coordinator and Department Chair also acknowledge that the course instructor(s) are required to participate in assessment endeavors (e.g., provide data such as student artifacts, use a signature assignment during a specific semester) when requested by the General Education Committee or General Education Office.

Course Coordinator's printed name	Course Coordinator's signature	Date
Course Coordinator's email	Campus address	Phone
Department Chair's printed name	Department chair's signature	Date
Department Chair's email	Campus address	Phone

Thank you for your submission. The Foundations Board reviews all Foundations proposals to ensure that courses meet the appropriate Hallmarks and Learning Objectives. If clarification is needed, a board member will contact the Course Coordinator. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement and are expected to remain in compliance with the FG Hallmarks and Learning Objectives.

Please contact the General Education Office at gened@hawaii.edu or 956-6660 with any questions.

(continued on next page)

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FG LEARNING OBJECTIVES

Students will be able to:

FGLO1. Global Learning (content/know): Students will demonstrate an understanding of human development and cultural changes through time from prehistory to the present and across major regions of the globe–Africa, the Americas, Asia, Europe, and Oceania–and with particular emphasis on the unique cultural contributions from Hawaiian, Pacific, and/or Asian societies. This includes identifying the basic role of some global and local institutions, ideas, and processes in human and natural worlds.

FGLO2. Intercultural Literacy (skill based/do): Using disciplinary-based modes of inquiry, and evidence by or about diverse cultures, students will imagine the perspectives of people from those cultures and evaluate the complexities of interactions across cultures.

FGLO3. Personal and Social Responsibility (value): Through interpersonal and/or intellectual engagement, students will respond to, interact with, describe, and/or analyze human cultures with sensitivity and respect.

FG HALLMARKS

Hallmarks appear in bold; explanatory notes appear in italics.

To satisfy the FG requirement, a course will:

1. **Provide students with a large-scale analysis of human development and change over time;**
   - *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).*
   - *The two FG courses will together cover the whole time period from 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.*

F. *Application of Hallmarks.* Provide a considered response to each of the following questions. *Please see page 3 for a full listing of the Learning Objectives, Hallmarks and Explanatory Notes.*

1. Which time period category does your course fall into: Hallmark 1: Group A (content primarily before 1500 CE); Group B (content primarily after 1500 CE); or Group C (pre-history to the present) (FG Hallmark #1)?

2. How will students analyze the development of human societies and cultural traditions over time in Africa, the Americas, Asia, Europe, and Oceania? Please share at least one example of a source or content that introduces students to each region and the time period(s) it covers (FG Hallmark #2).

Example:

Africa	
Time period(s) of content and/or material from this region:	Nigeria, 1800-2000
Example(s) of sources and/or content from these time periods:	Olupona, Jacob K. "Religion and Ecology in African Culture and Society." The Oxford Handbook of Religion and Ecology. Ed. Roger S. Gottlieb. New York: Oxford University Press, 2006.

Africa	
Time period(s) of content and/or material from this region:	
Example(s) of sources and/or content from these time periods:	

Asia	
Time period(s) of content and/or material from this region:	
Example(s) of sources and/or content from these time periods:	

The Americas	
Time period(s) of content and/or material from this region:	
Example(s) of sources and/or content from these time periods:	

Europe	
Time period(s) of content and/or material from this region:	
Example(s) of sources and/or content from these time periods:	

Oceania Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions (FG Hallmark #5).	
Time period(s) of content and/or material from this region:	
Example(s) of sources and/or content from these time periods:	

3. Please describe the assignments, readings, activities, in which students will learn to draw upon and synthesize a range of cultural, economic, political, scientific and/or social historical material in the course (FG Hallmark #3)?

4. Please describe the assignments, readings, activities, in which students will learn to recognize and analyze the impacts of cross-cultural interaction (FG Hallmark #4)?

5. Please describe the assignments, readings, activities, in which students will learn to draw upon different kinds of evidence and different disciplinary and/or cultural perspectives (FG Hallmark #6)? Attach an annotated bibliography <u>or</u> a representative sample of materials that will be used in the course, such as primary documents, text excerpts, and/or sample assignments. Include a table of contents for all required textbooks.

UH Mānoa
GENERAL
EDUCATION

Foundations Course Designation Proposal:
Quantitative Reasoning

UH Mānoa departments are invited to complete this proposal form for any 100- or 200-level course that meets the Foundations Quantitative Reasoning (FQ) Hallmarks. Departments are encouraged to contact the General Education Office early in their proposal development so that consultation can be arranged with the Foundations Board.

Departments are encouraged to submit proposals prior to the listed deadline to aid in the negotiation process that is sometimes necessary to secure approval for the desired start term.

Proposal forms – including all applicable supporting documentation – should be emailed to the General Education Office at gened@hawaii.edu.

Deadlines: Monday, September 23, 2024 for <u>Summer or Fall 2025</u> effective term
          Tuesday, February 18, 2025 for <u>Spring 2026</u> effective term

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REQUIRED INFORMATION

Place a check mark if this is a: _____ NEW PROPOSAL or _____ RENEWAL

A. *Course information.* Subject _____ Course number _____
          (e.g., "ANTH")

    If the course is cross listed, provide the cross-listing: Subject _____ Course number _____

    Course title: _____

B. *Course description.* Submit a copy of the official course description. The course description must reflect the FQ Hallmarks.

C. *UHM Form.* If this is a new course, please ensure you submit a completed UHM-1 form to the OVPAE by the published deadline. If any modifications are being made to the course, please submit a completed UHM-2 form. For more information, visit: https://manoa.hawaii.edu/ovcaa/program-approval-review/course-actions/

D. *Course syllabus.* Submit the master syllabus, including a calendar of topics, readings, and major assignments. If multiple instructors teach the course and use varying texts and/or assignments or will offer the course in an online format, include all representative syllabi.

4-19

2024-25

E. *Signatures: Course Coordinator and Department Chair*

By signing below, the Course Coordinator (who must be a faculty member) acknowledges responsibility for <u>all</u> of the following:

- Serving as the official contact person regarding this course;
- Having detailed knowledge of course content and curriculum;
- Collecting and reviewing syllabi to make sure all sections – including those conducted in an online format – are taught with adherence to the Hallmarks;
- Providing professional development support as needed to instructors teaching the course.

The Course Coordinator and Department Chair also acknowledge that the course instructor(s) are required to participate in assessment endeavors (e.g., provide data such as student artifacts, use a signature assignment during a specific semester) when requested by the General Education Committee or General Education Office.

Course Coordinator's printed name   Course Coordinator's signature   Date

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Course Coordinator's email   Campus address   Phone

Department Chair's printed name   Department chair's signature   Date

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Department Chair's email   Campus address   Phone

Thank you for your submission. The Foundations Board reviews all Foundations proposals to ensure that courses meet the appropriate Hallmarks and Learning Objectives. If clarification is needed, a board member will contact the course coordinator. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement and are expected to remain in compliance of the FQ Hallmarks and Learning Objectives.

Please contact the General Education Office at gened@hawaii.edu or 956-6660 with any questions.

(continued on next page)

4-20

2024-25

FQ STUDENT LEARNING OBJECTIVES
Explanatory notes appear in italics.

Students will be able to:

FQLO1. **Select** an appropriate mathematical approach for a given problem or practical application, identify relevant quantities or other information for the selected approach, and verify that the assumptions and limitations of the mathematical approach selected are appropriate for the relevant practical problem;
- *Herein, a "mathematical approach" refers to a set of formulas, models, algorithms, or other mathematical or statistical methods.*

FQLO2. **Convert** relevant quantities/information into the necessary symbolic, numerical, or graphical form as needed for the selected approach;
- *Conversion includes explaining the meanings of individual variables in a given context, and correctly associating quantities with their corresponding variables.*

FQLO3. **Use** mathematical approaches successfully, including performing correct chains of algebraic steps, symbolic manipulations, and/or numerical calculations;
- *Successful use also includes identifying the names and explaining the meanings of operational symbols and using them correctly in a given context.*

FQLO4. **Evaluate** the validity of a mathematical approach and its conclusions;
- *Evaluation may include: verifying correctness of solutions, where possible; reevaluating initial assumptions; assessing reasonableness of numerical results in practical applications or physical contexts; applying other accepted methods of judgment within particular disciplines.*

FQLO5. **Communicate** final conclusions in appropriate formats.
- *Appropriate formats may include symbolic expressions, graphs, or written statements.*
- *Final conclusion statements should reflect the outcome of deductive or statistical reasoning.*

FQ HALLMARKS
Hallmarks appear in bold; explanatory notes appear in italics.

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

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:
1. Provide students with theoretical justifications for, and limitations of, mathematical or statistical methods, and the formulas, tools, or approaches used in the course;

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.*

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.*

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.
      - *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.*

F. *Application of Hallmarks.* Provide a considered response to each of the following questions. *Please see pages 3-4 for the full listing of Learning Objectives, Hallmarks and Explanatory Notes.*

1. What mathematical or statistical methods, formulas, tools, and/or approaches will be explored in the course (FQ Hallmark #1)?

2. How will the instructor introduce the theoretical justifications for and limitations of these methods, formulas, tools, or approaches (FQ Hallmark #1)?

3. Where in the course will the instructor integrate real-world problems and practical applications (FQ Hallmark #2)?

4. Provide sample activities, assignments/projects, and/or test questions that demonstrate the integration of real-world problems and practical applications into the course (FQ Hallmark #2).

5. Describe the kinds of activities, assignments, and/or online resources that will be used in the course to facilitate interaction in a 30:1 learning environment. How is the course structured to meet the 30:1 requirement (discussion sections, breakout rooms, etc)? If peer tutors, teaching assistants or graduate assistants will be utilized, what kinds of support or training will the department provide them so they can effectively support student learning of quantitative reasoning skills (FQ Hallmark #3)?

6. What kind of feedback will students receive from the instructor, peer tutors, teaching assistants, and/or graduate assistants on a weekly basis (FQ Hallmark #3)?

7. Where in the course will students demonstrate the five quantitative reasoning skills listed in FQ Hallmark #4? To address this question:
   * Provide sample assignments and model solutions/products that reflect the five skills outlined in FQ Hallmark #4.
   * Provide context for the sample assignments and model solutions/products so it is clear how these assignments are incorporated into the course and intended to promote student learning of the skills outlined in FQ Hallmark #4.

UH Mānoa
GENERAL
EDUCATION

Foundations Course Designation Proposal:
Written Communication

UH Mānoa departments are invited to complete this proposal form for any 100- or 200-level course that meets the Foundations Written Communication (FW) Hallmarks. Departments are encouraged to contact the General Education Office early in their proposal development so that consultation can be arranged with the Foundations Board.

Departments are also encouraged to submit proposals prior to the deadlines listed below to provide sufficient time for the negotiation process that is sometimes necessary to secure approval for the desired start term.

Proposal forms – including all applicable supporting documentation – should be emailed to the General Education Office at gened@hawaii.edu.

Deadlines: Monday, September 23, 2024 for <u>Summer or Fall 2025</u> effective term
              Tuesday, February 18, 2025 for <u>Spring 2026</u> effective term

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REQUIRED INFORMATION

Place a check mark if this is a: _____ NEW PROPOSAL or _____ RENEWAL

A. *Course information.* Subject _____ Course number _____
                          (e.g., "ANTH")

   If the course is cross listed, provide the cross-listing: Subject _____ Course number _____

   Course title: _____

B. *Course description.* Submit a copy of the official course description. The course description must reflect the FW Hallmarks.

C. *UHM Form.* If this is a new course, please ensure you submit a completed UHM-1 form to the OVPAE by the published deadline. If any modifications are being made to the course, please submit a completed UHM-2 form. For more information, visit: https://manoa.hawaii.edu/ovcaa/program-approval-review/course-actions/

D. *Course syllabus.* Submit the master syllabus, including a calendar of topics, readings, and major assignments, that will be used as the course framework. If multiple instructors teach the course and use varying texts and/or assignments or will offer the course in an online format, include all representative syllabi.

E. *Signatures: Course Coordinator and Department Chair*

By signing below, the Course Coordinator (who must be a faculty member) acknowledges responsibility for <u>all</u> of the following:

- Serving as the official contact person regarding this course;
- Having detailed knowledge of course content and curriculum;
- Collecting and reviewing syllabi to make sure all sections – including those conducted in an online format – are taught with adherence to the Hallmarks;
- Providing professional development support as needed to instructors teaching the course.

The Course Coordinator and Department Chair also acknowledge that the course instructor(s) are required to participate in assessment endeavors (e.g., provide data such as student artifacts, use a signature assignment during a specific semester) when requested by the General Education Committee or General Education Office.

_____	_____	_____
Course Coordinator's printed name	Course Coordinator's signature	Date
_____	_____	_____
Course Coordinator's email	Campus address	Phone
_____	_____	_____
Department Chair's printed name	Department chair's signature	Date
_____	_____	_____
Department Chair's email	Campus address	Phone

Thank you for your submission. The Foundations Board reviews all Foundations proposals to ensure that courses meet the appropriate Hallmarks and Learning Objectives. If clarification is needed, a board member will contact the course coordinator. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement and are expected to remain in compliance with the FW Hallmarks and Learning Objectives.

Please contact the General Education Office at gened@hawaii.edu or 956-6660 with any questions.

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FW LEARNING OBJECTIVES

FW courses should be designed to develop facility in the scholar's approach to research and writing by beginning with a research question, identifying and interrogating sources in order to understand what has been written about the topic in question, and then developing an argument that takes a clear position.

Students will be able to:

FWLO1.   Identify the purpose, audience, major claims, and kinds of evidence offered in a variety of texts;

FWLO1.   Participate in academic discourse, as well as other forms of writing, by producing text with a clear purpose and audience, supported by evidence acceptable to that audience and, when applicable, using an appropriate citation style;

FWLO2.   Develop recursive writing and researching processes, including identifying a controversy within a conversation or discourse community, conducting appropriate research, planning, drafting, critiquing, revising, and editing - taking into account written and oral feedback from the instructor and from peers;

FWLO3.   Demonstrate essential information literacy skills, including discovering subject-specific information and arguments, understanding how information and arguments are produced and evaluated in relevant academic communities, critically evaluating claims in sources, and using source material effectively in creating new knowledge and participating ethically in communities of learning;

FWLO4.   Locate resources for the continued support of their development as writers; and

FWLO5.   Develop credibility by using appropriate language and diction, by effectively incorporating source material, and by portraying ideas in clear and clean prose.

FW HALLMARKS

Hallmarks appear in bold; explanatory notes appear in italics.

To satisfy the FW 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 FW 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, 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.**

F. *Application of Hallmarks.* Provide a considered response to each of the following questions. *Please see page 3 for a full listing of the Learning Objectives, Hallmarks and Explanatory Notes.*

1. What forms of writing will be taught in the course (e.g., narrative, academic argument, literature review; FW Hallmark #1)?

2. How will your introduction to these particular forms support students' development as college-level writers (e.g., in fostering writing skills needed for other college courses; FW Hallmark #1)?

3. Provide a list of specific readings that will be assigned to students, and explain how these readings will reinforce the FW goal of teaching students how to write at the college level (FW Hallmark #1).

4. How will assignments be designed and scaffolded to support student development throughout the writing process (FW Hallmark #2)? *Note: The writing process is recursive in nature and includes the practices of planning, drafting, critiquing, revising, and proofreading in response to student self-evaluation and feedback from instructors and peers.*

5. How and when will students receive global and local feedback on their writing (FW Hallmark #2)?

6. Provide a list of assignments in the course. Your list should briefly describe each assignment, outline how the assignments support the FW Learning Objectives (FWLOs) for the course, and cite the total number of words of finished prose required for each assignment (FW Hallmark #3). *Note: Exam essays do not count, and only final graded prose, not multiple drafts, can be counted toward the total number of words.*

Assignment Name	Brief Description	Link to FWLOs	Number of Words of Finished Prose

7. Describe the methods instructors will use to help students develop information literacy, that is, learn to properly select, evaluate, summarize, synthesize, and cite sources in their writing. Include a summary of resources instructors will utilize in helping students develop information literacy, such as workshops, readings, multimedia, assignments, etc. (FW Hallmark #4).

Skill	Assignments	Resources
Select		
Evaluate		
Summarize		
Synthesize		
Cite		

8. What reading and writing strategies will instructors use to ensure students can effectively articulate their own views while engaging with and properly citing relevant outside sources (FW Hallmark #5)?

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