**Foundations Course Designation Proposal**

*Written Communication Symbolic Reasoning Quantitative Reasoning Global & Multicultural Perspectives*

The Kauai Community College Foundations Board invites Kauai CC instructors to propose that a 100- or 200-level course satisfy a Foundations requirement. The Foundations Board will review all proposals to ensure that approved courses meet Foundations Hallmarks. If clarification is needed, a Board member will contact the division chair. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement. The course will be reviewed every five years.

Submit this form electronically to your division chair, who will submit it to the Foundations Board chair. Currently this is: Mark Ombrello ombrello@hawaii.edu

**REQUESTED INFORMATION**

1. *Course information*. Alpha \_\_\_\_\_\_\_\_\_\_\_\_\_ Course number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(e.g., “ANTH”)

If the course is cross listed, please provide the cross-listing: Alpha \_\_\_\_\_\_\_\_\_\_\_\_\_ Course # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. *Foundations area requested*. Check one.

Written Communication\_\_\_\_ Quantitative Reasoning\_\_\_\_ Symbolic Reasoning \_\_\_\_\_

Global & Multicultural Perspectives\_\_\_\_\_

3. *Official course description*. Submit a copy of the official course description. The course description must be consistent with the Hallmarks of the Foundations area (see page 2-5).

4. *Syllabus*. Submit a master syllabus. If multiple instructors teach the course and use varying texts and/or assignments, include up to three representative syllabi.

5. *Review Process*. Provide a brief explanation of how the department will demonstrate in five years that this course has been meeting the Foundations Hallmarks.

6. *Application questions*. Provide a separate response to each question or statement pertaining to the foundations area requested (see page 2-5).

7. *Signatures*. Division chair’s signature is required.

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Division chair’s printed name Division chair’s signature Date

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Foundation chair’s printed name Foundation chair’s signature Date

**Foundations Hallmarks & Application Questions**

**Please provide approximately one paragraph of explanation for the questions or statements under each numbered hallmark. Provide examples when appropriate (one example is sufficient).**

**WRITTEN COMMUNICATION (FW)**

**1. Students are introduced to different forms of college-level writing, including, but not limited to, academic discourse, and are guided in writing for different purposes and audiences.**

*What forms of writing are taught in the course?*

*For what purposes will students write and to what audiences?*

**2. Students get guided practice of writing processes (planning, drafting, critiquing, revising, and editing) and making effective use of written and oral feedback from the faculty instructor and from peers.**

*How will instructors teach the writing process?*

*How will the instructors guide students to make effective use of instructor and peer feedback?*

**3. Instructors help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences. Instructors also teach appropriate ways to incorporate such information, acknowledge sources and provide citations.**

*How will instructors help students develop information literacy?*

*How will students learn to incorporate and acknowledge sources appropriately?*

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

*What reading strategies will be taught?*

*How will students learn to make effective use of sources in their own writing?*

**5. Student complete at least 5000 words of finished prose–equivalent to approximately 20 typewritten pages.**

*How many pages of finished prose will each student complete?*

**QUANTITATIVE REASONING (FQ)**

**To satisfy the Quantitative Reasoning 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.**

*What mathematical or statistical methods, formulas, tools, and/or approaches are used in the course?*

*How will the instructor introduce the theoretical justifications for and limitations of these tools?*

**2. A minimum of 10% of the course content should include the application of abstract or theoretical ideas and information to the solution of practical quantitative reasoning problems rising in pure and applied research in specific disciplines, professional settings, and/or daily and civic life.**

*What practical applications of quantitative reasoning will students be presented with?*

*Approximately how much of the course content will include practical examples?*

**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.**

*What opportunities will there be for students to practice quantitative reasoning skills and receive feedback?*

*What will the student-to-teacher ratio be during those sessions?*

**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; and**

e. **effectively communicate those results in a variety of appropriate formats.**

*How will the course address each aspect of this hallmark?*

**SYMBOLIC REASONING (FS)**

**1. Students will be exposed to the beauty, power, clarity and precision of formal systems.**

*How will the course expose students to these aspects of formal systems?*

**2. Instructors will help students understand the concept of proof as a chain of inferences.**

*How will instructors help students understand the concept of proof?*

**3. Instructors will teach students how to apply formal rules or algorithms.**

*Give examples of some of the formal rules or algorithms students will learn to apply in this course.*

**4. Students will be required to use appropriate symbolic techniques in the context of problem solving, and in the presentation and critical evaluation of evidence.**

*What types of problems will students solve using symbolic techniques?*

*How will students learn to evaluate evidence in the course?*

**5. The course will not focus solely on computational skills.**

*In addition to computation, what other reasoning skills will be taught in the course?*

**6. Instructors will build a bridge from theory to practice and show students how to traverse this bridge.**

*Discuss how the course teaches students to apply theory to practical situations.*

**GLOBAL AND MULTICULTURAL PERSPECTIVES (FG)**

**1. From multiple perspectives, the course analyzes the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, Asia, Europe, and Oceania.**

*Which human societies, cultural traditions, and time periods are investigated?*

*How are multiple perspectives employed in the course?*

**2. The course offers a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.**

*Which of these aspects of development are analyzed* and how are they integrated in the course?

*How does the course enable students to recognize social and cultural diversity?*

**3. While recognizing diversity, the course also examines processes of cross-cultural interaction and exchange that have linked the world's peoples through time.**

*What processes of cross-cultural interaction are examined?*

**4. The course includes at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions.**

*Approximately how much time in the course will be spent on Hawaiian, Pacific, and Asian societies?*

**5. The course engages students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.**

*Give examples of some possible items that students will analyze, and briefly explain what perspectives these items represent.*

**6. In combination, a student’s two FG courses will provide a large-scale analysis of human development and change over time from prehistory to the present. Each FG course will be placed into one of three groups: (A) content primarily before 1500 CE, (B) content primarily after 1500 CE, or (C) pre-history to present. Students must take two courses from two different groups.**

*Where does your course best fit in this scheme (Group A, B, or C*)?