Overview of UH Hilo General Education Beginning Fall 2018

Foundations Requirements

- Written Communication (FW) – 3 credits
- Quantitative Reasoning (FQ) – 3 credits [MATH alpha]
- Global & Multicultural Perspectives (FG) – 6 credits

Students who complete the Foundations Requirements at any UH System school are considered to have fulfilled UH Hilo Foundations Requirements.
Students who complete the Foundations Requirements at UH Hilo are considered to have fulfilled Foundations Requirements at any other UH System school.

Diversification Requirements

- Humanities (DA, DH, DL) – 6 credits
- Natural Sciences (DB, DP, DY) – 7 credits
- Social Sciences (DS) – 6 credits

Students who complete the Diversification Requirements at any UH System school are considered to have fulfilled UH Hilo Diversification Requirements.
Students who complete the Diversification Requirements at UH Hilo are considered to have fulfilled Diversification Requirements at any other UH System school.

Structural Requirements – specific to UH Hilo, must be completed at UH Hilo

- Language Arts (GLA) – 3 credits
- Quantitative Reasoning II (GQR) – 3 credits [MATH and non-MATH alphas]

Integrative Requirements – specific to UH Hilo, must be completed at UH Hilo

- Hawaiʻi Pan-Pacific (HPP) – 3 credits
- Global and Community Citizenship (GCC) – 3 credits
- Writing Intensive (WI) – 3 courses (separate hallmarks and approval process)

All UH Hilo General Education courses must:

- List course learning outcomes for students on the course syllabus.
- Meet one or more learning outcome from the Critical Thinking category, plus one or more learning outcome, as appropriate, from one or more of the other GE learning goals shown in the chart at the end of this document.
- Include rigorous written (or quantitative, where appropriate) assignments that assess the student learning outcomes. The assignments should total at minimum the equivalent of five (5) double-spaced, typed pages, or 1,250 words.
- Meet all Hallmarks shown below (e.g., for Humanities, Language Arts, Natural Sciences) to which the course applies.
GE Hallmarks
Foundations Requirements

**Note:** A course certified as a Foundations Requirement cannot be certified in any other category (except FQ courses which are also GQR).

**Written Communication** (FW) – 3 credits: ENG 100 or ENG 100T or, for non-native speakers of English only, ESL 100 or ESL 100T

To satisfy the Written Communication (FW) requirement, a course will:
- 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
- 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
- require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages
- 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
- help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing

**Quantitative Reasoning** (FQ) – 3 credits: usually MATH alpha courses

NOTE: This is different than the 3 credits of Quantitative Reasoning (GQR) which is a UH-Hilo Structural Requirement and has course alphas other than MATH.

To satisfy the Quantitative Reasoning (FQ) requirement, a course will:
- provide students with theoretical justifications for, and limitations of, mathematical or statistical methods, and the formulas, tools, or approaches used in the course
- 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
- 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
- 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
Global & Multicultural Perspectives (FG) – 6 credits (3 from one group and 3 from another)
Each course must fall into one of the following categories:
- Group A (content primarily before 1500 CE)
- Group B (content primarily after 1500 CE)
- Group C (pre-history to present)
  NOTE: The two FG courses will together cover the whole time period from pre-history to present.

To satisfy the Global & Multicultural Perspectives (FG) requirement, a course will:
- provide students with a large-scale analysis of human development and change over time
- 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
- 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
- examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity
- include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions
- 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

Diversification Requirements
Humanities (DA, DH, DL) – 6 credits (3 from one area and 3 from another)
Each course must fall into one of the following areas:
- DA – Arts
- DH – Humanities
- DL – Literature
  - Departments should consider whether the Arts (DA) category is more appropriate if the course focus involves creative writing.
  - Departments should consider the Humanities (DH) category if two thirds of the course content focuses on cultures, or consider the Social Sciences (DS) category if two thirds of the course focuses on societal analysis or impact.
  - Courses that study film as text typically qualify as DL; courses that study film as a representation of culture typically qualify as DH; courses in which film production and creation are goals typically qualify as DA.

To satisfy the Arts (DA) area requirement, at least two-thirds of a course:
- uses the definitions, descriptions, and terminology of the visual arts, performing arts, or other creative arts
- emphasizes the acquisition of practical and theoretical skills necessary to produce visual, performing, or other creative arts for primarily aesthetic purposes
- develops creative abilities in which artistic conventions are applied and originality is sought.

Explanatory Notes: DA Hallmarks
It is the practice of various forms of the arts that distinguishes the Diversification Arts category from the categories involving Humanities (DH) and Literatures (DL).
Practice implies making, doing, or inventing; practice implies personal involvement in the production or replication of traditional and experimental art forms. It is a student’s practice which is evaluated. Practice may be supported by historical and theoretical study and by analyses relevant to the critical evaluation of the subject and of students’ creative endeavors.

Arts courses sometimes involve both lecture and practice. For instance, a course may include a lecture component and a separate laboratory, studio, workshop, or practicum. Such courses may earn the DA designation if two-thirds of the combined lecture + practice components demonstrate the hallmarks.

To satisfy the Humanities (DH) area requirement, at least two-thirds of a course:
- uses the terminology of historical, philosophical, language, or religious studies
- involves texts, artifacts, concepts, processes, theories, or issues of concern in these studies
- demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies.

Explanatory Notes: DH Hallmarks
The Humanities category covers a broad range of disciplines and styles of inquiry. Courses that study culture, history, or ethics by examining texts, documents, or film typically qualify for the DH designation.

Occasionally, overlaps can be problematic. A literature studies course, for example, may be DH, DL, or neither. Courses that study film as a representation of culture typically qualify as DH; courses that study film as text typically qualify as DL; courses in which film production and creation are goals typically qualify as DA.

To satisfy the Literatures (DL) area requirement, at least two-thirds of a course:
- uses the terminology of literary and/or cultural analysis
- involves the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural analysis
- demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis.

Explanatory Notes: DL Hallmarks
The focus of the Literatures (DL) category is the reading, study, and examination of all types of literary works as text. Often the word “literature” is included in the course title.

Natural Sciences (DB, DP, DY) – 7 credits (3 credits biological, 3 credits physical, 1 credit lab)

To satisfy the Biological Science (DB) requirement, at least two-thirds of a course:
- uses the terminology of the biological sciences
- involves knowledge and theories relating to processes in the biological sciences
- demonstrates inquiry that is guided by observation/experiment and reasoning/mathematics
To satisfy the Physical Science (DP) requirement, at least two-thirds of a course:
- uses the terminology of the physical sciences
- involves knowledge and theories relating to processes in the physical sciences
- demonstrates inquiry that involves observation/experiment and reasoning/mathematics

To satisfy the Laboratory (DY) requirement, at least two-thirds of a course:
- uses the laboratory methods of the biological or physical sciences
- involves processes and issues of design, testing, and measurement
- demonstrates the strengths and limitations of the scientific method

A Laboratory course must also have one or more rigorous written assignments (totaling a minimum of 1250 words) and/or quantitative assignments that assess student learning and are substantially correlated with the final course grade.

Explanatory Notes: DB, DP, and DY Hallmarks
For courses that are multidisciplinary (e.g., “Biochemistry”), an instructor must ensure that 2/3 of the course content covers either DP or DB for the course to merit a designation.

In order to design laboratory courses for DY (Science Laboratory) designation, the course must employ laboratory methods of the biological or physical sciences and ensure that students are introduced to a variety of quantitative approaches as well as to processes and issues of design, testing, and measurement.

Courses offering students the opportunity to learn the use of a software program or analytical instrument are considered practica and thus are not eligible for DY designation, even though the instructor envisions application of the software/instrument to the solution of a variety of science problems. Such course content is not sufficient for DY designation.

Social Sciences (DS) – 6 credits (3 from one department and 3 from another)
To satisfy the Social Sciences (DS) requirement, at least two-thirds of a course:
- uses the terminology of theories, structures, or processes in the social or psychological sciences
- involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes
- demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.

Explanatory Notes: DS Hallmarks
Courses in the Social Sciences (DS) category examine the behavior and interactions of people within societies, and interactions between societies. Students in DS courses are introduced to social science concepts and theories that explain such behavior and interactions at levels that range from the individual to the social structure. DS courses introduce students to methods such as interviews, observation, surveys, experiments, and literature reviews.
Courses that study culture by examining existing texts, documents, or film may better fit in the Humanities category (DH); a historical survey of societal development is typically classified as DH; courses that focus on, e.g., poems, speeches, or songs may better fit in the Literatures category (DL).

**Structural Requirements**

**Language Arts (GLA) – 3 Credits**
To satisfy the Language Arts (GLA) requirement, a course will:
- Show students how language operates at a structural, functional and social level.
- Engage students in the process of constructing, analyzing, and employing language.
- Teach students techniques and forms that constitute effective communication of ideas, facts and information.
- Require students to show proficiency in analyzing and/or demonstrating modes of communication.

**Quantitative Reasoning II (GQR) – 3 Credits**
NOTE: This is different than the 3 credits of Quantitative Reasoning (FQ) which is a Foundations Requirement and has course alphas that are usually MATH.
To satisfy the Quantitative Reasoning II (GQR) requirement, a course will:
- Enable students to understand the use of mathematical or symbolic concepts as representations of real world events and phenomena.
- Require students to develop skills in chains of reasoning from data to conclusions.
- Require students to develop skills in problem-solving using mathematical or symbolic concepts and techniques.
- One or more rigorous quantitative assignments that assess student learning and are substantially correlated with the final course grade.

**Integrative Requirements**

**Hawai‘i Pan-Pacific (HPP) – 3 Credits**
To satisfy the Hawai‘i Pan-Pacific (HPP) requirement, a course will:
- Investigate major aspects of the culture, language, economy, history, or natural environment of Hawai‘i or of another indigenous culture or nation or region of the Pan Pacific region.
- Foster critical understanding of different cultural perspectives, values, and world views and the ability to acquire additional knowledge about these.

**Global and Community Citizenship (GCC) – 3 Credits**
To satisfy the Global and Community Citizenship (GCC) requirement, a course will:
- Enhance awareness of local and global community and environmental issues.
- Stress application of knowledge and skills to solving community or environmental challenges and/or benefiting the community through course conducted workshops.
- Encourage interaction with community, business and/or government sectors in order to effect positive change.
- Encourage students to become informed and active participants in their communities.
- Include, but is not limited to, a field work, community workshop, service-learning component, or a research-based project that utilizes field work to explore ways in which one can contribute to the good of the global and/or local community.
Writing Intensive (WI) – 3 Courses, between 3-9 Credits
- Separate certification process

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<tr>
<th>GE Goals</th>
<th>Learning Outcomes (meet one from Critical Thinking and one other)</th>
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<tbody>
<tr>
<td>A. Critical Thinking</td>
<td>Students are critical thinkers if they can:</td>
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<td>A1 Critique and interpret evidence (primary sources)</td>
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<td>A2 Identify relevant arguments</td>
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<td>A3 Analyze alternative assumptions</td>
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<td>A4 Identify ethical problems and dilemmas</td>
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<td>A5 Evaluate the validity of ethical arguments</td>
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<td>A6 Critically reflect on value assumptions</td>
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<td>B. Information Literacy</td>
<td>Students show competence in finding and evaluating information if they can:</td>
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<td>B1 Identify appropriate information required to address particular problems or issues</td>
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<td>B2 Access relevant information using appropriate resources</td>
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<td>B3 Evaluate different forms of data and sources</td>
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<td>B4 Analyze the economic, legal, and socio-political and other issues surrounding the use of information</td>
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<td>B5 Use computer technology to conduct research and find information</td>
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<td>C. Communication</td>
<td>Students are effective communicators if they can:</td>
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<td>C1 Articulate and pursue a line of reasoning using oral and written forms</td>
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<td>C2 Present ideas or results in a manner appropriate for college-level discourse (i.e. Structure, tone, syntax, and grammar) in written form</td>
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<td>C3 Present ideas or results using collegiate-level conventions (i.e. documentation, genres, and forms of presentation)</td>
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<td>C4 Identify their audience and adapt accordingly</td>
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<td>D. Scientific and Quantitative Reasoning</td>
<td>Students who possess advanced skills in reasoning can:</td>
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<td>D1 Use systematic, empirical approaches to address questions as part of the scientific process</td>
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<td>D2 Differentiate scientific and non-scientific methods of inquiry</td>
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<td>D3 Conduct planned investigations, including recording and analyzing data and reaching reasoned conclusions</td>
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<td>D4 Solve problems using mathematical methods and relevant technology</td>
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<td>D5 Represent theoretical models and data using graphs and tables</td>
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<td>E. Human Interaction and Cultural Diversity</td>
<td>Students show evidence of multicultural knowledge when they:</td>
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<td>E1 Analyze multiple perspectives and articulate how perspectives based on world views different from their own</td>
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<td>E2 Differentiate key values, assumptions, and beliefs among cultures</td>
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<td>E3 Explain why different racial, ethnic, religious, regional and gendered backgrounds shape experience</td>
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<td>E4 Explain or predict individual and collective human behavior</td>
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<td>F. Collaborative Skills and Civic Participation</td>
<td>Students are actively engaged in the community and demonstrate collaboration skills if they:</td>
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<td>F1 Formulate a rational project that contributes to the environmental, economic, social, or intellectual betterment of the local community or global forum</td>
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<td>F2 Articulate how his/her activity contributes to increased awareness of local or global issues on campus</td>
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<td>F3 Define what aspects of his/her group projects with peers contribute to the intellectual development of all involved.</td>
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