

**Directions: Please align Course Learning Outcomes to the Foundations Hallmarks.**  
 Include relevant objectives or topics from the COR that further support the CLO alignment.

	Course Alpha:	Course Number:	Course Title:			
	Course description from the COR:					
<b>Global &amp; Multicultural Perspectives (FG) Hallmark</b>	1. Provide students with a large-scale analysis of human development & change over time.	2. Analyze the development of human societies & their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) & using multiple perspectives.	3. Offer a broad, integrated analysis of cultural, economic, political, scientific, &/or social development that recognizes the diversity of human societies & their cultural traditions.	4. Examine processes of cross-cultural interaction & exchange that have linked the world's peoples through time while recognizing diversity.	5. Include at least one component on Hawaiian, Pacific, or Asian societies & their cultural traditions.	6. Engage students in the study & analysis of writings, narratives, tests, artifacts, &/or practices that represent the perspectives of different societies & cultural traditions.
<b>Course Learning Outcome (CLO)</b>						
Supplementary Alignment with Course Objective (CO)						
Supplementary Alignment with Course Topic						
		Institutional Assessment Coordinator		Signature of Assessment Coordinator		Date

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<b>Quantitative Reasoning (FQ) Hallmark</b>	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.	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.	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.
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<b>Written Communication (FW) Hallmark</b>	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.	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.	3. Require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages.	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.	5. Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.
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