

Honolulu Community College

Committee on Programs & Curricula

Curriculum Reference Manual

DRAFT

October 2006

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Honolulu Community College

CURRICULUM REFERENCE MANUAL

INTRODUCTION

The purpose of this Curriculum Handbook is to provide information relevant to the approval of curriculum (credit and non-credit) at Honolulu Community College. The handbook is designed as a reference tool for anyone who is involved in the design, modification, or evaluation of programs/curricula at the college.

For Committee on Programs and Curricula (CPC) members, Division Curriculum Committee (DCC) members, administrators involved with curricular processing, and for faculty who plan to develop curriculum proposals, the handbook explains the criteria used to evaluate proposals and processes for their development.

The sections which explain paperwork requirements and the step-by-step process for curriculum approval contain information of particular interest to proposers, committee members, and administrative staff/Deans.

Please take the time to familiarize yourself with the contents of this handbook. Questions and/or suggestions for handbook improvement are appreciated and may be forwarded to the Chair of the Programs and Curricula Committee, a Division Chair, a Division Curriculum Committee Chair, an area Dean, or the Vice Chancellor for Academic Affairs.

This manual can be found on the HCC Intranet web site:

<http://honolulu.hawaii.edu/intranet/curriculum/index.html>

The site includes links to other curriculum documents.

Curriculum Mission Statement

The Honolulu Community College curriculum is an integrated body of principles, knowledge, values, and skills. Its mission is to provide learning experiences that enable individuals to function effectively in school, workplace, home and community.

The curriculum expresses the essence of the College by reflecting, shaping, and meeting the educational needs of the diverse communities the college serves.

The curriculum mission is fulfilled through the following objectives:

- A. To develop courses and programs that support the College's vision of an educated person and a commitment to education as a lifelong process;
- B. To provide educational experiences designed to facilitate the individual's progress toward personal, academic and workplace goals;
- C. To encourage the development of individual ideas, ethics, insights, and the acquisition of knowledge and skills that, together, result in an appreciation of cultural diversity and a quest for further discovery;
- D. To respond to the changing educational, societal, and technological needs of current and prospective students, regulatory agencies, transfer institutions, and employers.

In support of the curriculum mission, the College manages a curriculum process with the following functions:

- A. To facilitate the planning, development and evaluation of the courses and programs offered by the College;
- B. To ensure the integrity of the College curriculum by communicating its mission, goals, purposes, and outcome measures with consistency, clarity, and efficiency;
- C. To promote the continuous improvement and enhancement of the College curriculum through dialogue and collaboration with external and internal constituents of the College;
- D. To provide faculty with a system that contributes to the effective and innovative delivery of instruction and toward the acquisition of skills, knowledge, values, and inspiration;
- E. To ensure that graduates are fully prepared for to meet the requirements of the transfer institution and/or workplace;
- F. To regularly evaluate student learning outcomes and the curriculum to ensure that curricular goals are achieved, that the curriculum remains current, and that the curriculum evolves and continuously improves.

The College is accountable for providing a curriculum that meets the personal and professional needs of its diverse community. The effectiveness of the curriculum is measured by the degree to which it accomplishes this in a credible, professional, and ethical manner.

Committee on Programs and Curricula Charter

Statement of Purpose

- The Committee on Programs and Curricula (CPC) is the body designated by the Faculty Senate that deals with curricular issues as recognized by University of Hawaii Board of Regents Policy:

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction and research. On these matters the power of review and concurrence or final decision lodged in the Board of Regents or delegated administrative officers (Chancellor) should be exercised adversely only in exceptional circumstances and for reasons communicated to the faculty.

- The CPC's primary responsibility is to ensure that the curriculum at Honolulu Community College meets the needs of the student population and the community that it serves.

Operating Procedures

- Non ex-officio members of the CPC are appointed by the FSEC Chair who works directly and collaboratively with the Vice Chancellor for Academic Affairs to select members who will adequately represent their divisions.
- Two-year terms are staggered in order to ensure continuity from one academic year to the next.
- The CPC chair is selected by a vote of the incoming committee held at the close of each academic year.
- It is the responsibility of the outgoing Chair of the CPC to convene the new CPC before the end of the concluding academic year (early May) in order to brief new members about ongoing issues and to conduct the election of the new CPC Chair.
- The new CPC Chair assumes responsibility for the new committee at the close of the academic year (mid-May).
- The Chair prepares the meeting agendas, conducts meetings, ensures that minutes are kept and distributed, convenes ad hoc committees as needed, monitors the curriculum process, maintains communication with other curriculum bodies, forwards curriculum actions to the appropriate administrative

representative for action, ensures that actions are appropriately routed and recorded, reviews forms and information to ensure currency, maintains a notebook containing hard copies of all CPC related materials, prepares semi-annual reports and maintains communication with the FSEC .

- The chair receives three credits or 1/5 load assigned time per semester.
- The chair will create ad hoc committees as deemed necessary to complete the business that arises.
- CPC members will participate actively on ad hoc committees throughout the duration of their terms.
- Meeting schedules are determined in early May at the first meeting of each new Committee.
- The committee determines a deadline for submission of curriculum proposals to the CPC, usually one week prior to each meeting.
- The Chair will ensure that these dates are published and available to the HCC faculty, staff and administrators at the beginning of each semester.
- The Chair will also contact representatives of each Division Curriculum Committee (DCC) to ensure that they are aware of deadlines and can schedule their meetings accordingly.
- Members are responsible for reading and evaluating curriculum proposals prior to attending the meeting.
- Members will review other pertinent materials in order to participate in discussion and make informed decisions related to curriculum issues.
- The Chair will designate a recorder who will provide minutes of the meetings. (combined Committee Appointment, Membership Responsibilities, and Committee Chair as well as part of Meetings)

Authorization

The Committee on Programs and Curricula is a standing sub-committee of the FSEC.

Scope of Authority

- Ensures consistency of curriculum with the college's educational philosophy and mission;
- Acts as a clearinghouse for the sharing of ideas relevant to curriculum development and other curricular issues,
- Reviews and evaluates proposals for curriculum actions including modifications and deletions to existing curriculum, new courses and programs; prerequisites, co-requisites, limitations on enrollments and other advisories for courses; and course content as contained in course outlines;

- Evaluates proposed curriculum actions in order to ensure they are consistent with the mission of the college; they are consistent with the college's strategic plan; they indicate a demonstrated need for the curriculum; they display academic integrity and quality of design, which includes determination of student learning outcomes and planned assessment strategies; they comply with all applicable State and Federal laws licensing body requirements, and accreditation standards; they are feasibly sound based on existing curriculum and college resources; and they have been determined viable by appropriate members of the faculty, staff and administration;
- Determines that current, valid syllabi for all college courses are on file (paper & electronic) based on the college's cycle of Annual Review and Program Assessment;
- Reviews documentation from Program Reviews and Annual Assessments when relevant to curriculum action proposals submitted to the committee and considers this documentation when making decisions; and
- Appoints the members of the Distance Education Review Board, a subcommittee of the CPC and ensures that established procedures of that body are followed.
(moved from Statement of Purpose)

Structure of the Committee

- Five (5) voting faculty members: One (1) from the University College, one (1) each from Tech1 and Tech2, one (1) from Student Services, and one (1) from Academic Support. Staggered two-year terms.

These faculty members may be tenured or non-tenured, full time faculty members.

- Three (3) ex-officio, voting Division Chairs: One from the University College, one (1) from Tech1 and one (1) from Tech2
- The ex-officio, voting Writing Intensive Coordinator
- Three (3) ex-officio, non-voting Deans: The Deans of Tech1, Tech2, the University College
- One (1) ex-officio, non-voting Director of Management Information and Research
- One (1) voting student appointed by the Associated Students of Honolulu Community College (ASUH-HCC)
- Three (3) ex-officio, non-voting representatives from the Division Curriculum Committees: One (1) each from Tech1, Tech2 and the University College

Meetings

- Meetings are scheduled at least once per month, but may be held more often in order to complete Committee duties.
- Six (6) voting members must be present for a quorum.

Documentation/Communication

- Minutes will be posted to the CPC website after being approved by the CPC.
- The CPC will work with the staff of the MIR office to ensure that all forms and information needed to initiate curriculum actions are available to faculty on the CPC website.
- The Chair will ensure that this information is reviewed for currency at least annually and more often as needed.

DIVISION CURRICULUM COMMITTEES

Purpose

There are three Division Curriculum Committees (DCC), University College, Tech 1, and Tech 2. The Division Curriculum Committees review course and program proposals originating within the division and forward their recommendations to the CPC. The Chair of each DCC is a non-voting member of the DCC.

Function

Each Division Curriculum Committee:

- Performs the initial committee review of proposals to add, delete, or modify programs or courses following the guidelines listed in the CPC charter, statement of purpose 1-7;
- Ensures that curriculum proposals are accurate and complete prior to submitting them to the CPC;
- * Recommends curriculum and course proposal actions to the Committee on Programs and Curricula (CPC);
- * Makes recommendations to the CPC on other divisional curriculum matters as they arise.

DCC Composition

The committees are staffed as follows:

The University College: Nine (9) members:

One elected at large representative from *each* of the following areas:

- Math(1), Science(1), Language Arts (1), Social Sciences (1), Humanities (1)
- One (1) representative from Academic Support
- One (1) representative from Student Services
- One (1) Division Chair (to be determined by the members of the University College)
- One (1) Dean of the University College (ex-officio, non voting)

Division Chairs, administrators, and faculty who are involved in the development of curriculum proposals seeking UC DCC approval are encouraged to attend appropriate UC DCC meetings as guests to explain proposals and respond to questions about the proposals.

Tech 1: Eight (8) members:

- Five (5) representatives elected at large from the faculty in Tech 1 and PATC
- One (1) member from Student Services
- Tech 1 Division Chair (1)
- Dean of Tech 1 (1) (Ex-officio, non voting)

Division Chairs, administrators, and faculty who are involved in the development of curriculum proposals seeking Tech 1 DCC approval are encouraged to attend appropriate Tech 1 DCC meetings as guests to explain their proposals and respond to questions about the proposals.

Tech 2: Eight (8) members:

One representative elected at large from each of the following areas:

- Communication Arts (1), CENT and ICS (1), COSME (1), and Human Services (1)
- One (1) representative from Fashion and Administration of Justice combined
- One (1) member from Student Services
- Tech 2 (1) Division Chair
- Dean (1) of Tech 2

Division Chairs, administrators, and faculty who are involved in the development of curriculum proposals seeking Tech 2 DCC approval are encouraged to attend appropriate Tech 2 DCC meetings as guests to explain their proposals and respond to questions about the proposals.

Terms of Office, Selection Guidelines, & Appointment Deadlines

Staggered two-year terms are recommended on each committee to provide continuity.

Full-time faculty members who will not be physically absent from campus (i.e., on sabbatical/leave/exchange) are automatically nominated for DCC elections which are conducted by the Committee on Committees each spring (appointments are to be announced by May 7).

The Committee of Committees will strive to select members for the Division Curriculum Committees from faculty who are not serving on Division Personnel Committees. To the degree possible, faculty who are serving on a DPC should not be placed on the slate of nominees for the DCC.

DCC Chair

The DCC chair is selected by a vote of the committee at the first meeting of the academic year and serves for both the Fall and Spring semesters. The Chair prepares the meeting agendas, conducts meetings, ensures that minutes are kept, distributed, and forwarded to the CPC with the curriculum action proposals. In addition, the chair ensures that curriculum proposals are routed to the CPC via the appropriate Division Chair. Each DCC chair is a member of the CPC, attends all CPC meetings, addresses questions related to curricular actions from their respective committees and may serve on CPC committees as appropriate.

TECH 1 AND TECH 2 DIVISION CURRICULUM COMMITTEES

In addition to the above DCC responsibilities, the Tech 1 and Tech 2 Division Curriculum Committees are responsible for the periodic review of the Associate of Science, and Associate of Applied Arts degrees and the certificates awarded by programs in their divisions.

UNIVERSITY COLLEGE DIVISION CURRICULUM COMMITTEE

In addition to the above Division Curriculum Committee responsibilities, the UC DCC is responsible for:

- A. Periodic review of the Associate of Arts Degree Program to continually ensure that its structure facilitates fluid student transfers to four year campuses.
- B. Oversight of the HCC General Education Board,

HCC General Education Board

The General Education Board is a subcommittee of the University College Division Curriculum Committee. The functions of General Education Board are to:

- A. Coordinate the General Education Subcommittees:
 - Foundations (Global/Multicultural, Symbolic Reasoning, Written Communication)
 - Diversification
(Arts/Humanities/Literature, Natural Science, Social Science)
 - Focus Boards
(Writing Intensive, Oral Communication, Contemporary Ethical Issues and Hawaiian/Asian/Pacific)
- B. Coordinate the HCC General Education Curriculum with other components of the UH System to ensure seamless transfer opportunities throughout the system

- C. Provide reports to the UC Division Curriculum Committee, CPC, Vice Chancellor for Academic Affairs, FSEC, Chancellor, VP of Academic Affairs, and UH system wide bodies that document curriculum modifications, new course certifications, course deletions, and appropriate periodic reviews of the general education curriculum.

The Board is composed of the chairs of each of the subcommittees (articulation boards) with the chair elected by other members of the committee.

See **General Education & Articulation Process Reference Book** in the Appendices page 55 for detailed discussion of this board, the articulation process and the duties of the Foundations, Diversification, and Focus Boards.

HONOLULU COMMUNITY COLLEGE CURRICULUM PROCESS

Curriculum proposal forms and instructions for completing them are available on line at <http://honolulu.hawaii.edu/intranet/curriculum/index.html>. Deadlines for submitting curriculum proposals to the DCC and CPC are also posted at this site along with other information relevant to curriculum at HCC.

DCC and CPC deadlines ensure that the campus curriculum review bodies have sufficient time to review proposals, manage necessary corrections/modifications, and distribute agendas to members prior to scheduled meetings. Proposers should ensure that forms are completed and submitted prior to these published deadlines. Committee members are expected to review and comment upon all scheduled curriculum proposals before attending decisional meetings.

Meeting Schedules and Deadlines

The CPC sets deadlines and determines meeting schedules in order to ensure that course and program modifications are accurately noted in the college catalog. CPC meetings, to review new course/program proposals as well as course/program modifications, will be held no later than the following Fall dates:

1. October 15
2. November 15
3. December 15 (Catalog Deadline for the following Academic Year)

Spring semester meetings will review course deletions, through February, and address other business of the CPC.

The CPC Chair will post the Academic Year CPC schedule during the first week of the academic year. Associated DCC schedules (which must be coordinated with the CPC schedule) will be posted by the end of the second week (usually by August 28) of the new academic year.

DCC approved proposals must be submitted to the CPC folder at least seven days in advance of a CPC meeting to ensure that CPC members have adequate time to review proposals.

Curriculum Development & Modification

It is the responsibility of the faculty to develop and continually assess the curriculum at the course and the program levels through annual assessment and program review activities.

Ideas for curriculum revision and development may originate from, but are not limited to, the following sources:

- Faculty input
- Advisory committee recommendations
- Changing requirements at transfer institutions
- Special service population needs
- Significant changes in pedagogy/curriculum standards
- Specific private sector, industry, and/or public agency needs
(Example FAA standard changes for Aviation programs)
- State mandated curriculum
- Student input
- Required annual assessment and program review recommendations

Step by Step Process for Curriculum Actions

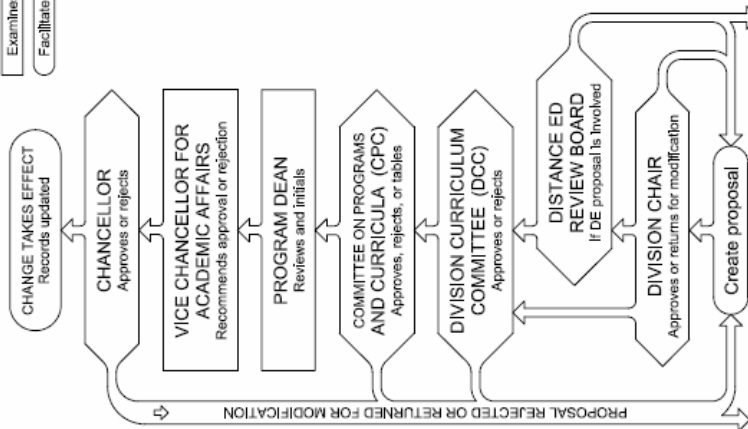
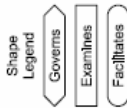
A flow chart of the step by step curriculum actions process is shown on the opposite page. (An expanded narrative of this process can be found in **A Guide to Curriculum Actions** in the appendices, page 25)

A) Proposers

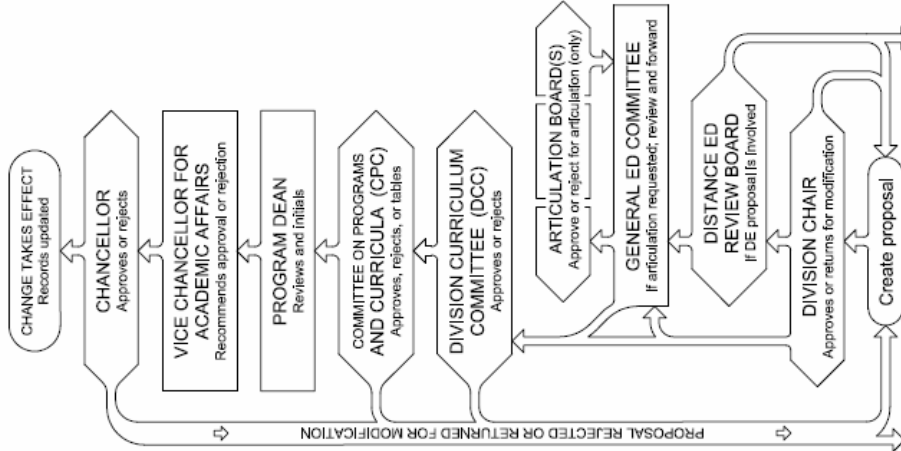
1. Consult with other faculty members the department & division.
2. Consult with faculty members from other areas who would be impacted by the curriculum change(s) considered.
3. Consult with the division chair, dean, and the vice chancellor for academic affairs, when appropriate.
4. Go the <http://honolulu.hawaii.edu/intranet/curriculum/index.html>. Forms as well as instructions for completing them are posted at the website.
5. Complete the appropriate form(s) for the curriculum action(s) needed.
6. Complete the appropriate DCC coversheet, available on line with the other curriculum forms.
7. Submit completed forms to division chair.

CURRICULUM PROPOSAL FLOW CHARTS

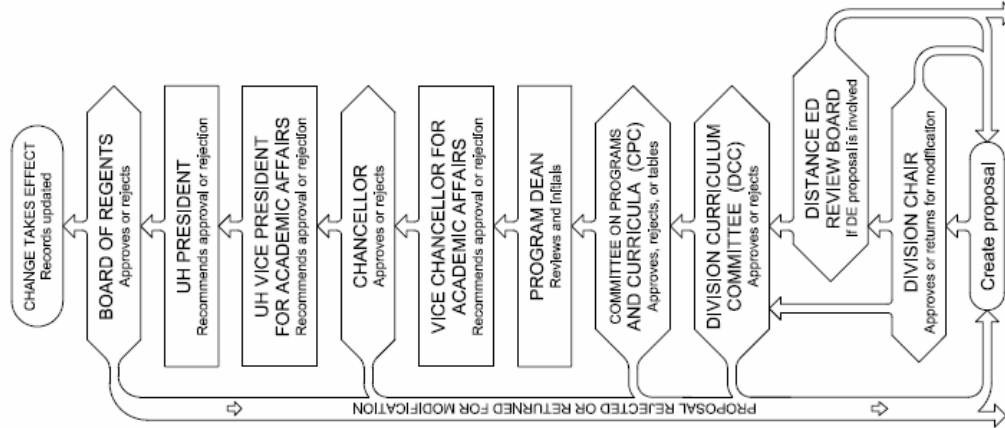
Revised September 23, 2005



**MINOR COURSE OR
PROGRAM MODIFICATION
and
TECH 1 AND 2 NOT INVOLVING GEN ED –
NEW COURSE, OR SUBSTANTIAL
COURSE OR PROGRAM MODIFICATION**



**UNIVERSITY COLLEGE AND
ANY OTHER GENERAL EDUCATION –
NEW COURSE, OR SUBSTANTIAL COURSE
OR PROGRAM MODIFICATION**



**NEW PROGRAM, PROGRAM DELETION,
OR MAJOR PROGRAM MODIFICATION**

B) Division Chair

1. Review proposal
2. If necessary, consult with faculty to ensure completion of corrections and modifications
3. If proposal is approved, forward to the appropriate Division Curriculum Committee
4. Notify the DCC chair that the proposal has been submitted

C) Distance Education Review Board

All distance education curriculum proposals must be reviewed by the Distance Education Board prior to the CPC. The process of the DE Board is outlined in Appendix VI page 71.

D) General Education Board

If a proposal is intended to be included as one of the General Education Core options, it must first be reviewed by the General Education Board. The process of the board is outlined in Appendix V, page 55

E) Division Curriculum Committees

Review of curriculum proposals at the Division level should be thoughtful and comprehensive. Proposals which are forwarded to the CPC should have been scrutinized to ensure that they meet the guidelines below and are free of all clerical, spelling and grammatical errors.

- 1) Members carefully review and comment on the proposal prior to the meeting
- 2) Review must ensure that the proposal meets the following guidelines:
 - a) All appropriate forms are complete & included
 - i) Course outline is included for new courses or for those whose content is being modified
 - ii) SLO's are included
 - iii) Methods of assessment are indicated
 - iv) Proposer & Division Chair signatures are on forms
 - b) Grammar and spelling are correct
 - c) They are consistent with the mission of the college;
 - d) They are consistent with the college's strategic plan;
 - e) They indicate a demonstrated need for the curriculum;

- f) They display academic integrity and quality of design, which includes determination of student learning outcomes and planned assessment strategies;
- g) Their compliance with all applicable state and federal laws, licensing body requirements, and accreditation standards has been determined;
- h) Their feasibility, including impact on existing curriculum and college resources, has been studied and determined viable by appropriate members of the faculty, staff and administration

(More detailed discussion of criteria for approval of curriculum proposals is available in "A Guide to Curriculum Actions", see Appendix XX or the website:

<http://honolulu.hawaii.edu/intranet/curriculum/index.html>

- 3) The chair or other committee members may suggest that modifications be completed by the proposer prior to the DCC meeting
- 4) Members vote to Approve, Disapprove, or Table action on each proposal; for tabled actions, the DCC may return the proposals to the proposer for modification
- 5) The DCC Chair
 - a) Signs the approved proposal
 - b) Attaches a copy of the DCC minutes describing the discussion relevant to the proposal
 - c) Attaches a copy of the CPC cover sheet, available on line at the CPC website
 - d) Removes the bottom section of the DCC cover sheet (signature and comment section), leaving the description attached
 - e) Places the proposal in the CPC folder by the deadline

F) Committee on Programs & Curricula

- 1. Members carefully review and comment on the proposal prior to the meeting
- 2. Review must ensure that the proposal meets the following guidelines:
 - a. All appropriate forms are complete & included
 - i. Course outline is included for new courses or for those whose content is being modified
 - ii. SLO's are included
 - iii. Methods of assessment are indicated
 - iv. Proposer & Division Chair signatures are on forms
 - b. Grammar and spelling are correct
 - c. They are consistent with the mission of the college;

- d. They are consistent with the college's strategic plan;
- e. They indicate a demonstrated need for the curriculum;
- f. They display academic integrity and quality of design, which includes determination of student learning outcomes and planned assessment strategies;
- g. Their compliance with all applicable state and federal laws, licensing body requirements, and accreditation standards has been determined;
- h. Their feasibility, including impact on existing curriculum and college resources, has been studied and determined viable by appropriate members of the faculty, staff and administration

(More detailed discussion of criteria for approval of curriculum proposals is available in "A Guide to Curriculum Actions", see Appendix XX or the website:

<http://honolulu.hawaii.edu/intranet/curriculum/index.html>

3. Members vote to Approve, Disapprove, or Table action on each proposal; for tabled actions, the CPC may return the proposals to the proposer for modification

4. The CPC Chair

- a. Signs each approved curriculum action form
- b. Submits them to the Vice Chancellor for Academic Affairs (VCAA) for review
- c. Checks the Approved Curriculum Actions Grid, prepared by the VCAA's office, for congruence with CPC action

G) The Vice Chancellor for Academic Affairs

1. Consults with the appropriate Academic Dean
2. Recommends approval or disapproval
3. Forward to proposal to the Chancellor

H) The Chancellor

1. Approves the proposal and forwards it to the Dean for administrative processing and when necessary, forwarding to the President of the Board of Regents; OR
2. Disapproves the proposal and provides detailed report to the CPC

Curriculum Actions Proposal Forms

Curriculum Action forms are found at the HCC Website:

<http://honolulu.hawaii.edu/intranet/curriculum/index.html>

Forms available at the above website include:

New Curriculum Forms

- Add a new course
- Modify a course
- Modify a course - Course Alpha/Number only
- Modify a course - Course Description only
- Modify a course - Recommended Preparation only
- Modify a course - Course Pre-requisites/Co-requisites only
- Delete a course

Cover Sheets

- University College Curriculum Committee Cover Sheet
- Tech 1 Curriculum Committee Cover Sheet
- Tech 2 Curriculum Committee Cover Sheet

Additional Documents

- Introduction to the Curriculum Forms
- "Proposer Beware"
- Help in writing Student Learning Outcomes
- A Guide to Curriculum Actions

Appendices

Appendix I - A Guide to Curriculum Actions

Course Modifications

If you want to make a course or program change (adding, modifying, deleting a course or program), discuss what you want to do with your department and (where appropriate) with your Advisory Committee.

Changes should be made with student needs in mind, to better prepare the student for employment or for academic transfer. You should work with your Division Chair, your DCC representative, your CPC representative and/or your Assistant Dean as the proposal gets past the investigative stage, as they may have some advice that might help you avoid pitfalls in the process.

Given that you have figured out what you want to do, and everyone involved thinks that it is a good idea, here are the nuts and bolts of how to proceed. We'll progress from the simpler changes to the more complex. Bear in mind, however, that this is just a guide. If you need the details or have an odd situation, you'll need some help.

Ensure you use the proper on-line Curriculum Action Proposal form. You can access the forms at

<http://www.honolulu.hawaii.edu/intranet/curriculum/>

Course Modification or Deletion

The forms are designed to be self-explanatory. A course modification has a number of alternatives; just click on the form that best describes your modification. The forms are designed to only ask you about those things that are necessary for your specific modification.

If you have multiple modifications for one course, you may select "All". The required items are indicated in red and for the rest of the form you only have to fill in those areas that apply. If you've left off something important, you'll probably get a call from your Division Chair, the DCC or CPC chair, or your Assistant Dean, depending on when the omission is spotted.

The least complicated action to take is a course deletion, where the course is not being replaced by a new version and where the deletion does not affect a program. Courses get old and inappropriate and should be deleted when necessary. It is also possible to delete a list of courses if they are all being deleted for the same reason.

If you are making a change in courses from below 100 level to above 100 level because of demands of industry or technology advances in the field, see the instructors in some of the programs, which have done so in the past for advice, such as OESM, FIRE, and AVIT. The required *Action Memo*, which should address the relevant items covered in CCCM #6100 is available from the Vice Chancellor for Academic Affairs' secretary.

One of the boxes that must be complete is the box that asks you for the reason for the proposal. This information will be scrutinized by the members of the DCC and the CPC, and should be filled in carefully and completely. This is where you get to explain why you are making the proposal.

You may save the form at anytime and return to it for completion. When you attempt to close the document, you will be presented with the following options:

This document has been modified. Do you want to save changes?

Yes : Saves your changes

No : Discards your changes

Cancel : Keeps this document open.

Be sure you remember where you save it so that you can retrieve it later to continue working on it or to send it as an attachment to your Division Chair and/or DCC Chairperson.

New Courses

Before proposing a new course, check current courses to ensure that the course that you are proposing is substantially different from courses that are currently in place. A course is considered "new" if it meets one of these criteria:

- has different content and objectives than an existing course
- is part of or a module of a parent course and therefore has fewer hours and credits associated with it
- includes some of the content and objectives of an existing course but has additional content and objectives that require more hours and earn the student more credits
- is at a different level of learning, e.g., survey vs research, transfer vs non-transfer

- is to be cross-listed with an existing course but requires a different alpha to meet requirements for a particular major or program
- it addresses a student need not currently met by existing courses

A proposal for a new course requires the most information and usually has the most attendant complications. There are several sections of the form that require particularly careful attention.

Articulation, Degree Guidelines, Pre/Co-requisites, & Catalog Description

Articulation with other institutions or to the UH/CC system is very important. You should make sure you understand the A.A. core and/or other requirements before completing this portion of the form. You may need further explanations or justifications.

Check the A.S. degree guidelines and articulation data for UH/Honolulu Community College courses before making your selections in the boxes that ask about these requirements.

Pre and co-requisites should be carefully considered, as changes to existing courses may change enrollment patterns. Students should be adequately prepared for courses before they take them. If a program has a majority of 100 level courses, then the pre-and co-requisite selections should be appropriate for that level.

The catalog course description is limited to seven (7) lines with a maximum of sixty-five (65) characters per line. You should check the current catalog and try to design the description for your course in a style that matches the current descriptions.

Avoid grammatical and punctuation errors. Such mistakes delay the approval of your course. Proofread your proposal before initiating the curriculum approval process.

Repeatable?

Most courses are not repeatable except when the grade received was a D, W, F, or N.

An example of a repeatable course would be one where there is an educational and practical benefit to the student to repeat, such as Cooperative Education courses.

A justification for repeatability should emphasize the educational or other positive benefit to the student taking the course more than once.

Cross-listing of Courses

Courses which have the same content but which are accepted by two or more programs may have different major designations, but the name and number of the course should be the same to minimize confusion, i.e. OESM and FIRE 207 Hazardous Materials Awareness and Operation.

You must explain the rationale for creating the new course. You may not leave this section blank. Everyone who has to pass judgment on the proposal will be helped by a clear and succinct presentation of the reasons for the proposal.

SAVE YOUR WORK

As in the course modification form, you may save the form at anytime and return to it. You must remember where you saved it.

THE COURSE OUTLINE

As part of a new course proposal you must also include a course outline. You have flexibility in designing the outline, but sample outlines are provided. You probably should follow the style used in these samples to avoid problems later. In preparing the outline, consider the following two lists of items that normally would be included in a course outline and normally would not be included.

Items that Course Outline should contain:

Date

Justification/documented need for the course

- | 1. | Course Alpha and Number | Course Title | Number of credit hours |
|-----|---|--------------|------------------------|
| 1A. | Course Description | | |
| 1B. | Department or program competencies the course addresses | | |
| 1C. | Course Student Learning Outcomes & Planned Assessment Strategies | | |
| 2. | Relationship to other courses (at HCC and within the UH System) | | |
| 3. | Course content | | |
| 4. | Possible texts | | |
| 5. | Reference materials (library and web) | | |
| 6. | Auxiliary materials and Content | | |
| 7. | Methods of Instruction (lecture, lab, distance, combination, etc.) | | |
| 8. | Methods of evaluation/grading - demonstrate that these methods will lead to SLO's | | |
| 9. | Resource requirements and justifications (Facilities, equipment, supplies, personnel - short and long term) | | |
| 10. | Articulation - within UH System and to other institutions | | |

Precise statement of transfer status of the courses

11. Pre and co-requisites

Items that a generic Course Outline normally would NOT contain:

The name of the instructor

The instructor's office hours, phone number, or e-mail address

The dates for exams or for the final exam

A list of due dates for assignments

Any description of a particular instructor's way of teaching the course

Experimental Courses

Experimental courses and modular versions of approved courses don't need DCC or CPC approval. However, it is customary to submit a proposal for an experimental course to the CPC as a courtesy.

Experimental courses are limited to run for no more than two years. After that period of time, you should know whether the course is a success or not. If you want to continue to offer the course, you must submit a new course proposal as described above.

Focus Course

Courses that satisfy the Focus requirements of the new A.A. core require the completion of an application designating an instructor specific section of a course as a Focus Course.

Such applications must be completed around mid semester before the semester it is to be offered. Further instructions are usually attached to the form with the specific due date indicated. The forms normally ask for indications of how the course will meet the focus requirements.

Only Focus Board approved faculty may teach focus designated courses. Individual instructors are designated as focus faculty - a course itself never receives a focus designation.

Course Articulation

The Course Articulation form is actually fairly uncomplicated and comes with "*General Directions for the Articulation Process*" as a guide.

After Printing the completed Form

What goes where?

The only form that the DCC and the CPC need to see is the *Curriculum Action Proposal*.

The PRINTED copy should be signed by you and by your division chair (where appropriate). An electronic copy of your proposal should also be forwarded to the DCC chair at this time. Your A.D.'s secretary will have cover sheets for the committees to do a preliminary sign-off. Those cover sheets may have a section

on them for a summary of the proposal which you will need to complete prior to submitting the proposal.

Once the DCC and the CPC make their recommendations, the packet: the *Curriculum Action Proposal*, the Course Outline [for new courses], and the Course Articulation form [as applicable] is assembled by the Vice Chancellor for Academic Affairs secretary for the rest of the routing.

Modifying a Program

The on-line form also allows you to propose a modification to a program. There is a check box on the first page. If you are also modifying some courses (the normal situation), you should submit the entire package at once.

Unless it is a very simple modification, you'll probably be doing a lot of work with the forms covered previously. A simple program change may be accomplished by putting a photocopy of the catalog page on the *Curriculum Action Proposal* form and marking the changes in red.

An extensive modification will require a re-write of the catalog entry. Do that, and attach it to the *Curriculum Action Proposal* form.

Program modifications should not be taken lightly. It should be done with consultation with the Department members, the Division affected, Departments which provide support courses, Advisory Committees (if applicable), and Administration.

Changes made and approved show up in the next catalog, if submitted prior to March. They are also transferred to degree audit program so that students, advisors, instructors and others can counsel students about the requirements for completion of a program.

Catalog changes happen once a year, although the program can be altered mid-year, if necessary.

There is a hierarchy of levels of approval for some changes in programs. A "Specialization Structure," where most of the courses are common to the program and a few are offered for specialization in certain areas, requires Chancellor's office approval. An "Option" structure, where a few courses form the core and students have an option of two or more concentrations, requires Board of Regents approval, as it would for the creation or change of a Major. In any case, before you initiate changes, consult and discuss with those involved with instruction and making the administrative changes.

CRITERIA FOR EVALUATING PROPOSALS

When evaluating curriculum proposals, the Division Curriculum Committees and the Committee on Programs and Curricula shall consider 8 key questions.

1. Does the proposal ensure appropriate integrity?

- A. Grading must be based on the ability of students to demonstrate they have met the student learning outcomes, at least in part, by means of essays/papers (transfer level courses), or, in courses where the curriculum committee deems them to be appropriate, problem solving exercises, or skills demonstrations.
- B. The unit value of a course is based on the number of lecture and lab hours and requires a minimum of three hours of work per week (typically, either one hour of lecture plus two hours of outside class assignment or three hours of lab activity) for each unit of credit (prorated for short-term courses).
- C. The appropriate breadth, depth, and rigor of each course and program must be maintained at the proper college level. The course must treat the subject matter with a scope and intensity which requires students to study outside of class time.
- D. The course must require learning skills and a vocabulary deemed appropriate for a college level course.
- E. If appropriate, the course may require entrance skills, safety requirements, and pre-requisites, co-requisites and/or advisories for the course.
- F. If success in the course is deemed to be sufficiently dependent upon communication or computation skills, then the course shall require the appropriate pre or co-requisites.
- G. The course work must call for critical thinking and the understanding and application of concepts determined to be at college level.

- H. The course outline of record must specify the unit value, scope, objectives, student learning outcomes, and content in terms of a specific body of knowledge. The course outline must also specify types or provide examples of required reading and writing assignments, other outside class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives and student learning outcomes.

- I. The course must be consistent in meeting the general expectations of the certificate or degree with which it is associated.

The following ten areas are designated as appropriate for state-supported non-credit courses:

- a) Pre-college preparation (general and occupational/technical)
- b) Elementary and secondary basic skills
- c) English as a second language
- d) Citizenship for immigrants
- e) Programs for substantially handicapped
- f) Short-term vocational programs with high employment potential
- g) Older adult programs
- h) Health and safety
- i) Technical skills programs (computer skills, vocational skills)
- j) Recreational activities (example: canoe sailing)

2. Is the proposed curriculum consistent with the missions of the college and the program?

The mission of HCC is (approved 8/22/05):

Serve the community as an affordable, flexible, learning-centered, open-door, comprehensive community college that meets the post-secondary educational needs of individuals, businesses, and the community.

Serve the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction and public and personal services.

To accomplish this mission, the goals of Honolulu Community College are to:

1. Provide two-year transfer educational programs that offer students the general educational component of the Baccalaureate Degree.
2. Provide two-year, four-year, short-term and apprenticeship occupational-technical curricula for employment, skill upgrading and career advancement and transfer to four year technical programs.
3. Insure general education competency in communication, problem-solving, ethical deliberation, cultural diversity and global awareness.
4. Provide developmental instruction to build skills necessary to pursue educational objectives.
5. Maintain flexible educational delivery systems to enhance student access by providing affordable education when and where it is needed.
6. Establish a systemic institutional effectiveness program that regularly assesses expected student and Program learning outcomes to ensure the highest quality education.
7. Develop activities to increase resources for programs and operations.
8. To provide co-curricular programs and activities to promote student learning and development and to prepare students for leadership roles and responsibilities in a global community.
9. Contribute to the support of the community's economic and social growth.
10. Maintain a multicultural environment where ethnic and gender diversity is appreciated, respected and promoted.
11. Provide an opportunity for students to gain an understanding and knowledge of the host culture of Hawai'i, the Native Hawaiian language, culture and values

3. Is the proposed curriculum consistent with the college's Strategic Plan?

Funds and resources expended on courses and programs not only have to be consistent with college's mission, the CPC must ensure that curriculum/programs dovetail with the college's Strategic Plan.

4. Is there a demonstrated need for the curriculum?

Need must be demonstrated by student demand, transfer agreements, labor market information and/or matriculation data. Need for a course might also be indicated by its satisfaction of a general education objective, by its fulfillment of a basic skills need in the curriculum, or by its meeting a community need.

When considering the need for a course or a program on campus, it is important to consider the relationship of the proposed curriculum to the curriculum which already exists. For instance, a course should not substantially duplicate content in another course. It is better to alter an existing course than it is to develop an entirely new course which may compete with an existing course for its students.

5. Does the proposed curriculum demonstrate a quality design?

The curriculum must possess a quality of design which is consistent with its objectives. It must clearly state student learning outcomes whose fulfillment can and will be demonstrated by students upon completion of the course.

The program or the course must be coherent in nature. In the case of a course, the actual content, methods of instruction, text, types of assignments, and methods of evaluation must be the most effective means available to fulfill the objectives of the course.

A program must include all courses necessary to meet the program's objectives and learning outcomes. All courses must be offered in an appropriate sequence which can be completed in no longer than two years. Completion of 60 credits is considered the norm for a two year degree program.

The curriculum must display the appropriate breadth, depth, rigor and currency. Students who complete the course must possess a given level of knowledge and competence which meets the expectations of anyone who needs to rely upon it. For example, instructors of subsequent courses for which a course is a pre-requisite, transfer institutions, and employers must all be able to rely on the rigor and currency of the curriculum. The curriculum must cover all expected knowledge of a subject, and students who pass the course or complete the program must demonstrate that they possess this knowledge.

Quality, then, depends on the coherence of the curriculum, its rigor and currency, and effective approaches to teaching the discipline. It is often a function of the extent to which faculty from different disciplines are able to work together to assure that the actual course design takes full account of the interdependence of other courses and that the design increases the likelihood of success for students as they move from one course to another.

Expected student learning outcomes must be clearly stated and strategies by which these outcomes can be measured must be included in the course or program proposal. The Annual Assessment of learning outcomes measure the success of the courses and programs and provides the data to determine the necessary improvements that will lead to higher quality education.

6. Has the feasibility of offering the curriculum been evaluated?

While the Committee on Programs and Curricula are not ultimately responsible for the determination of the feasibility of the proposed curriculum. The CPC is responsible to ensure that the feasibility of the offering has been studied and determined viable by all appropriate members of the campus community.

The Committee on Programs and Curricula should verify that the following issues have been addressed:

- A. The costs of offering the curriculum are clearly specified and are understood.
- B. The college has appropriately qualified faculty available.
- C. The college has the facilities, equipment, library resources, and other instructional support services necessary to support the course or program as designed at the level of quality defined in the program.

- D. The college will be able to offer the course, or each course in a program, at least once every two years.
- E. The resources necessary to initiate and maintain the proposed curriculum can be made available without jeopardizing the college's fiscal stability, the quality of other courses and programs, or the overall curricular balance of the college.

At a minimum, the Vice Chancellor for Academic Affairs and the Dean of the Division in which the curriculum is being proposed must be able to affirm that these issues have been studied and that the course or program offering is feasible.

7. Does the curriculum comply with all applicable state and federal laws, licensing body requirements, and/or accreditation standards?

There are courses and programs which must comply with the Carl D. Perkins Vocational Act and State of Hawaii Office of Vocation Education standards.

Some courses must meet State of Hawaii licensing requirements while other courses may be regulated by apprenticeship, accreditation, industry, apprenticeship, federal agency, or licensing requirements.

All proposed curricula must adhere to such mandated guidelines.

The CPC shall ensure that proposals have met all such expectations.

8. Are appropriate Student Learning Outcomes included in the proposal and has the proposer planned assessment strategies to ensure that the outcomes will be periodically measured so the findings can be used to improve the course/program?

All HCC courses and programs will clearly state expected student learning outcomes.

All courses and programs will assess outcomes and demonstrate that these assessments are utilized in a process of continuous quality improvement.

CURRICULUM ALTERATIONS

Any alteration to the curriculum at Honolulu Community College (excluding Community Education) must be approved prior to its implementation.

Forms for these curriculum actions are available at:

<http://www.honolulu.hawaii.edu/intranet/curriculum/index.html>

Examples of such changes are:

1. Addition of new courses;
2. Deletion of existing courses;
3. Modifications to any existing course; (All information contained in the course outline of record and the curriculum synopsis form must accurately describe the course as it is taught. If a course is to be modified in any way, the change(s) must first be submitted to the Committee on Programs and Curricula for approval.)
4. Addition of new degree or certificate programs;
5. Deletion of existing degree and certificate programs;
6. Modifications to existing A.A. degree and certificate program requirements. Such revisions include the adding or deleting of required courses in the program or the adding or deleting of elective courses in the program.

The format for submitting changes to the Committee on Programs and Curricula varies with the type of change involved.

The format required for each type of change is described below.

There are three categories under which course revisions fall: curriculum deletions, those that involve significant changes to the content of a course or program, and those that involve relatively minor, non-significant changes.

Deletion requests require only the appropriate curriculum form and explanation.

Significant and minor changes require the submission of updated copies of the appropriate curriculum action form, Catalog Description, Course Outline Form, and the Distance Education Form (if applicable) and program modification paperwork (if necessary). The proposer may need to also include a memo of clarification if there is any other pertinent information (justification/course that is not addressed on the curriculum forms.)

A. Significant modifications - Significant modifications are changes which result in a set of student learning outcomes that are substantially different from the outcomes specified in the current course outline. Equal or better ways of accomplishing the objectives for which a course was originally designed are not significant changes. If the same or an equivalent performance is required of students, the modifications are also not significant. Generally, changes in the course objectives, the subject matter being taught or the unit value of a course will result in significant modifications to the course. Courses that are modified significantly may require more than one curriculum meeting for approval.

B. Minor modifications - A minor modification is a change which does not substantially alter the objectives or student learning outcomes for which the course was designed. Some examples of minor revisions include changing the name of a course, changing its prefix or number, changing a catalog description or changing the assigned FSA/discipline for a course. Courses that are not changed significantly will usually complete the curriculum process in one meeting.

CURRICULUM/PROGRAM APPROVAL PROCESSES

Regular Curriculum Actions: Additions, Deletions, Significant, and Modifications

All parties are expected to accomplish the curriculum review process as expeditiously as possible.

1. Proposer identifies need/justification.

Proposer, together with interested faculty (input from the Program Advisory Committee), the Division Chair, and the appropriate Dean (consultation with Vice Chancellor for Academic Affairs and Chancellor) develop the Program Proposal.

2. Proposer provides the Division Chair with the complete proposal form.
3. Division Chair reviews the proposal and:
 - A. Disapproves the proposal
 - B. Seeks and gets desired proposal modifications
 - C. Approves the proposal and forwards it to the Division Curriculum Committee
4. Division Curriculum Committee members review and comment upon the proposal before the formal DCC Meeting. Proposers are encouraged to attend to explain/defend proposals.

At the DCC Meeting, the proposal is discussed and the DCC:

- A. Disapproves the proposal
 - B. Tables the proposal for further input/review
 - C. Receives input and desired modifications (this can occur before the meeting)
 - D. Approves the proposal and forwards it to the Vice Chancellor for Academic Affairs
5. CPC members review and comment upon the proposal before the formal CPC meeting. . Proposers are encouraged to attend to explain/defend proposals.
At the CPC meeting, the proposal is discussed and the CPC:

- A. Disapproves the proposal
 - B. Tables the proposal for further review
 - C. Seeks and gets desired proposal modifications (this can occur before the meeting)
 - D. Approves the proposal and forwards it to the Vice Chancellor for Academic Affairs
6. The Vice Chancellor for Academic Affairs consults with the appropriate academic Dean and makes a recommendation for approval or disapproval to the HCC Chancellor.
 7. The Vice Chancellor for Academic Affairs (consulting with the appropriate Dean) forwards the proposal to the HCC Chancellor with a recommendation for approval/disapproval.
 8. The HCC Chancellor approves or disapproves the proposal. If the Chancellor **disapproves the proposal**, the detailed reasons for disapproval will be presented to the CPC.

If the Chancellor approves the proposal, the approval block on the curriculum form is signed and the document is returned to the Vice Chancellor for Academic Affairs who ensures that appropriate administrative processing occurs and reports the approval to the CPC.

New or Major Modification: Degrees, Programs, or Certificates

1. Proposer identifies need.

Proposer, together with interested faculty (input from the Program Advisory Committee), the Division Chair, and the appropriate Dean (consultation with Vice Chancellor for Academic Affairs and Chancellor) develop the Program Proposal.
2. Proposer provides the Division Chair with the complete proposal form
3. Division Chair reviews the proposal and:
 - A. Disapproves the proposal

- B. Seeks and gets desired proposal modifications
 - C. Approves the proposal and forwards it to the Division Curriculum Committee
4. Division Curriculum Committee members review and comment upon the proposal before the formal DCC Meeting. Proposers are encouraged to attend to explain/defend proposals.

At the DCC Meeting, the proposal is discussed and the DCC:

- A. Disapproves the proposal or tables the proposal for review at a subsequent meeting
 - B. Seeks and gets desired proposal modifications (this can occur before the meeting)
 - C. Approves the proposal and forwards it to the Committee on Programs and Curricula
5. CPC members review and comment upon the proposal before the formal CPC meeting. Proposers are encouraged to attend to explain/defend proposals.

At the CPC meeting, the proposal is discussed and the CPC:

- A. Disapproves the proposal or tables the proposal for review at a subsequent meeting
 - B. Seeks and gets desired proposal modifications (this can occur before the meeting)
 - C. Approves the proposal and forwards it to the Vice Chancellor for Academic Affairs
6. The Vice Chancellor for Academic Affairs consults with the appropriate academic Dean and recommends HCC Chancellor approval or disapproval.
7. The Chancellor reviews the proposal and the Dean's recommendation and:
- A. Approves the proposal and returns it to the Dean for administrative processing
 - B. Disapproves the proposal

If the Chancellor disapproves the proposal, the detailed reasons for the disapproval will be forwarded to and presented to the CPC.

If the Chancellor approves the proposal, the proposal is forwarded to the Vice President of Academic Affairs of the University of Hawaii to be presented to the President and the Board of Regents.

8. The President recommends approval or disapproval of the program to the Board of Regents.
9. The Board of Regents approves or disapproves the program.

BOARD OF REGENTS PROGRAM AND PROGRAM REVIEW POLICIES

The Board of Regents approves the establishment or termination of all instructional and research programs upon recommendation by the President. This includes new centers, schools, and grouping of courses or academic units towards a credentialed objective. The Board shall be consulted in determining whether programs fall under this policy.

New/Established Programs.

All proposals to establish new programs shall be consistent with the institution's mission and must be high on the list of academic priorities as enunciated in its academic plan. Proposals are presented according to a schedule and in a format prescribed by the President, providing for sufficient time for faculty review.

The schedule shall provide that proposals for new programs that require the budgeting and acquisition of new resources shall be submitted to the Board for its approval with sufficient lead time to make the necessary adjustments to the Regents' budget. New programs, once approved, shall have provisional status during the period of their first full cycle.

In confirmation and clarification of existing practice and policy, no tenure appointments or tenure commitments shall be made in the programs during this provisional status.

Each new program approved for establishment by the Board will be reviewed at the end of its first full cycle as prescribed by the campus review program and a report of this review shall be made and submitted to the President in a prescribed program evaluation format.

Recommendations by the President for approval by the Board of Regents will include the results of the campus review.

Following its review, the Board will determine whether the program is to be continued or terminated.

Programs approved for continuation shall be granted "established" program status.

The President is delegated the authority to approve the granting of certificates within existing instructional programs. However, **any changes to a program once granted established status or deviations from the original intent, purpose, or design of the program must be approved by the Board.**

New certificate, associate, master's, and supplementary programs normally have a cycle of two years or less, and shall be reviewed after the completion of the second year.

Baccalaureate programs and have a longer cycle and shall be reviewed after the completion of the fourth year.

All new programs which are not reviewed by the campus in the year following the completion of the first cycle will be automatically terminated.

No established program shall be used for any other purpose than originally proposed without the prior approval of the Board.

Review of Established Programs.

Established programs at the Community Colleges shall be reviewed on a five-year cycle unless otherwise stipulated by the Board. Should it be determined, in consultation with the Board, that a program had undergone significant changes since its establishment, a shorter review cycle may be invoked.

In such cases, the program shall be subject to an in-depth review. Each campus shall develop its own five year program review schedule and submit an updated version annually to the Office of the President.

The reviews required by these schedules shall be submitted annually to the Office of the President as they are completed, but in no case later than December 31 in the year following the academic year in which they are scheduled. The in-depth program reviews shall be submitted in the prescribed program evaluation format.

Reviews of particular programs may be undertaken at any time as deemed necessary by the faculty, administration, or Board.

The President may authorize Chancellors to approve a program stop-out (a halt to new admissions to the program) for not more than two years in conjunction with a special study.

An admission stop-out in excess of two years requires the President's approval. The Board shall be provided a report on all programs stopped-out.

Provisional and established programs deemed out-of-date or non-productive may be terminated by the President in consultation with the Board, following a stop-out of the program by the administration.

Commitments to students already officially enrolled in such programs shall be met, but no new program admissions shall take place. (Feb. 8)

Naming of Programs.

Programs are given a name at the time they are approved by the Board. Thereafter, the President may approve changes in the functional names of academic programs and credentials as may become necessary to remain current with the terminology and focus of their fields, provided that no program shall be given a name to honor a person without approval of the Board.

(Note: A list of current instructional programs for degrees and certificates approved by the Board is maintained by the Office of Planning and Policy.)

Appendix II - "Proposer Beware"

Some common problems, and how to avoid them...

The committees that monitor the curriculum process want to stress the **importance of timely preparation and submission of curriculum proposal forms.**

The CPC does not like to deny action on an otherwise good proposal because it was not received in time, nor to return a proposal to its writer because of technical problems. Here are some tips that experience has shown to be important.

1. Too often, forms received by the DCCs (Division Curriculum Committees) and the CPC show all signs of having been written in haste. From that some other problems may result. Work on our curriculum and programs is some of the most important work we do, so please **take the time to do it well.**
2. One small, but important, thing—do **check for spelling and other mechanical aspects of your writing.** Curriculum Proposal Forms, when approved, become permanent documents. If you can, take time to have someone review your work before it is submitted. This is also a heads-up for Division Chairs and members of the DCC: you should also be looking out for these errors. Get them corrected before forwarding the proposal to the CPC.
3. This leads to another small, but important, thing—be sure that **forms collect needed signatures along the way.** This ensures that they really do receive appropriate review at each level.

Now for some bigger things, which often have to do with a kind of **ripple effect...**

4. Quite often, action taken with one course—deleting it, or modifying it in some way—may have consequences beyond the immediate intended result. So take time to think through **how your proposed action may affect other courses and other programs.**

5. Consider also how your proposal, especially if you are proposing a new course, **fits into the bigger picture** of college-level General Education, electives, programs, and UH-system options. We need to ensure that courses count for students. New courses proposals should be researched carefully. For example, are there similar courses already in existence elsewhere in the system with which your course would need to be/could be articulated?
6. Please understand that **your proposal is the beginning**, not the end, of a process that includes not only peer review by DCCs and the CPC, but other levels of review before it becomes official, and published as part of the college's curriculum.
7. **Carefully consider, develop, and clearly state the expected student learning outcomes associated with the course/program you are proposing. Determine how you will assess these outcomes.**

Assistance in developing appropriate student learning outcomes can be found at the HCC website:

<http://honolulu.hawaii.edu/intranet/assessment/index.html>

Appendix III - Curriculum Proposal Forms

The following instructions provide an overview of how to use the forms.

Submission Deadlines

Be aware that completed forms must be forwarded to your Division Chair in accordance with the Curriculum Action Deadlines posted at:

<http://honolulu.hawaii.edu/intranet/dates/timetable.html>

The Division Chair must forward the proposal to the General Education Board or the Distance Education Board if appropriate; therefore, timely submission is essential.

Curriculum Proposal Forms

The on-line Curriculum Proposal Forms may be accessed on the HCC Intranet at

<http://honolulu.hawaii.edu/intranet/curriculum/>.

The forms are created in Microsoft Word and allow you modify the content of the form and then save it to your disk. There are different forms for different actions:

- Add a New Course
- Modify a Course : Comprehensive Form (multiple actions)
 - Modify a Course: Short Forms (single action)
 - Course Alpha & Number Only
 - Course Description Only
 - Prerequisite & Corequisite Only
 - Recommended Preparation Only
- Delete a Course
- Modify a Program

Cover Sheets

Cover sheets should be completed and placed over each proposal. There is a special cover sheet for each division on the same web page as the forms:

- University College Curriculum Committee Cover Sheet [PDF]
- Tech 1 Curriculum Committee Cover Sheet [PDF]
- Tech 2 Curriculum Committee Cover Sheet [PDF]
- CPC Cover Sheet [PDF] (For DCC use only. Must be prepared by the appropriate DCC Chair prior to submission to the CPC).

Explanation of Form Terms:

Course Alpha and Number – course subject area and number such as ANTH 150, DISL 20, ENG 100, etc.

Credit Limit – the maximum number of credits that may be earned by successfully completing this class. Generally used with the Repeat Limit for Variable Credit classes.

Class Length – the class length is generally 16 weeks or a full term. Modular series classes may vary in length.

Repeat Limit – the number of times a class may be taken after the first successful completion. If the course can be repeated for additional credit, see Credit Limit.

Enrollment Capacity – the standard capacity is 35 for general lecture classes. Enrollment capacity differs for lab, shop, seminars, and practicums.

Weekly Faculty Lecture Hours – usually 1 hour per lecture credit.

Weekly Faculty Lab Hours – usually 3 hours per lab credit or 1 lecture hour and 2 lab hours for lecture/lab combination. For unusual situations, consult your academic dean.

Weekly Student Contact Hours – total number of student contact hours per week.

Prerequisite – a requirement that must be completed prior to enrollment in the course you are proposing or modifying. Enrollment in classes in-progress at the time of registration meet prerequisite requirements. For prerequisites that are not courses (i.e. Flight Medical Clearance), check with admissions/records before proposing changes. If a specific grade must be earned in the prerequisite, specify what the grade is. Example: “C” or higher in ENG 100.

If the prerequisite course may be taken concurrently with the course you are modifying or proposing, indicate this. Example: ENG 100 (or concurrent).

Corequisite – another course that must be taken in the same term as the course you are proposing or modifying.

Recommended Preparation – course or other background recommended to students for better success in a course. For informational purposes only.

Cross-Listed – two courses with the same content and which meet the requirements of two different disciplines/programs. The course number is usually the same, but the course alphas are different. Example: ASAN 241 and HIST 241 Civilizations of Asia.

Catalog Description – A short description of the course for publication in the college catalog. See current catalog for layout, style and examples.

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Course Outline Instructions (Included in the Add A New Course form):

Item #1 Self explanatory

Item #2. Relationship to other courses: State the relationship of this course to other courses and to the philosophy and objectives of the college. If the course is specific for a vocational/technical program, explain its relationship to program.

Item #3. Course Content: List topics or activities, using major units that are composed of major topics and subtopics including examinations, and the approximate amount of time to be devoted to each.

Item #4. Possible Texts: Identify one or two possible texts to support the course.

Item #5. Reference Materials: List a maximum of ten reference materials that will support the teaching of this course.

Item #6. Auxiliary Materials and Content: List audio-visual aids, computer applications/simulations, projects, field trips, special equipment, speakers, and demonstrations.

Item #7. Methods of Instruction: List proposed plans for teaching, such as lectures and group discussions, student participation, reports and projects, and other in-class activities.

Item #8. Method of Evaluation: Briefly describe the procedures used to determine grades for the course.

Item #9. Resource Requirements and Justifications:

- a. Will this proposal require a change in staff, equipment, facilities, or other resources? If so, provide details and indicate whether they are available.
- b. Will this course increase or decrease the number of required hours needed for a certificate or degree? If so, provide justification.
- c. Does this course have any impact on other departments, for example, in the areas of prerequisites or space requirements?

Item #10. Articulation: For UH Manoa General Education Core articulation, attach a copy of the completed UH Manoa articulation form including attachments. Address how the HCC course meets UH Manoa Core Criteria.

For other articulation, include appropriate documentation.

Proposers are encouraged to work closely with their division chair when proposing curricular actions. Completed forms must be forwarded to your Division Chair in accordance with the Curriculum Action Deadlines posted at:

<http://honolulu.hawaii.edu/intranet/dates/timetable.html>

Note that the Division Chair must forward the proposal to the General Education Board or the Distance Education Board if appropriate.

Appendix IV - General Education Philosophy

THE CENTRALITY OF GENERAL EDUCATION IN THE CURRICULUM

Honolulu Community College believes in unlimited human potential. General Education is a process whereby lifelong learners grow and fulfill that potential. General Education support individuals in the quest to become whole, complete persons by encouraging development in areas such as thought, communication, ethical deliberation, creativity, feeling, empathy, adaptability, and awareness. General Education proves foundation skills necessary for successful living in the ever-changing, global environment.

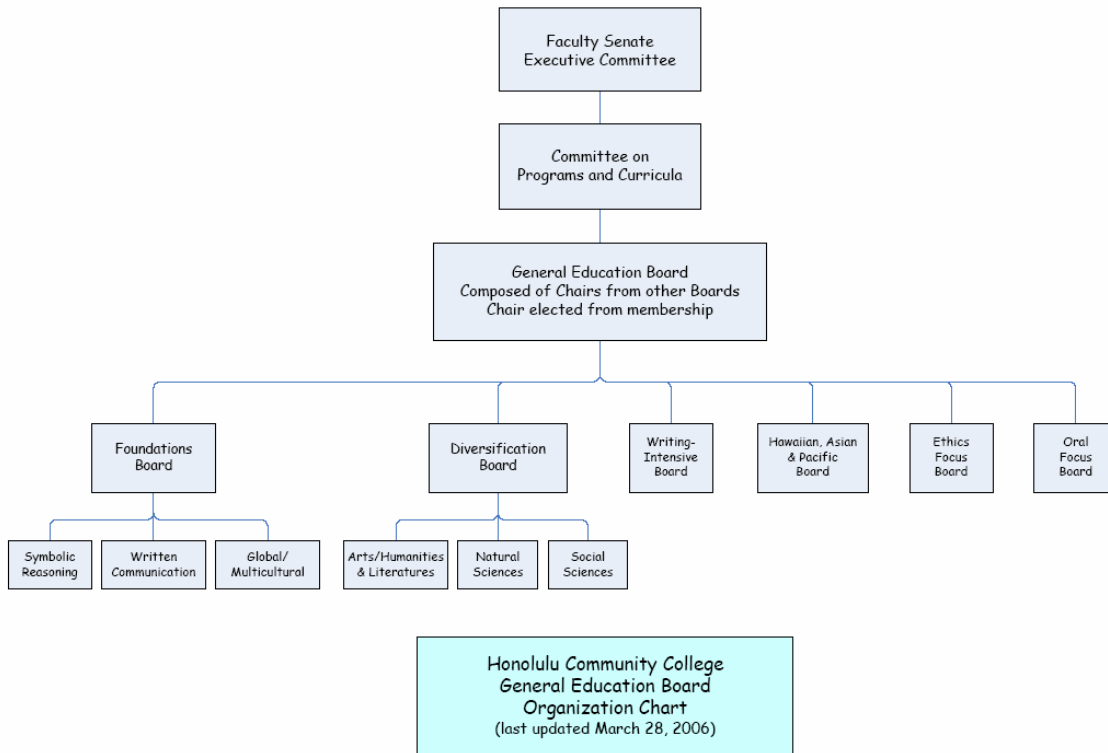
In addition to encouraging uniqueness and personal development, General Education provides the commonalties which enable us to collaborate and achieve community. Indeed, as we face the challenges inherent in human existence, General Education is a key to solving the problems of survival for individuals, communities, nations, and the species.

General Education has comprehensive learning outcomes for the students who complete it, including the following:

- A. An understanding of the basic content and methodology of the major areas of knowledge: these areas include the humanities and fine arts, the natural sciences, and the social sciences.
- B. A capability to be a productive individual and life long learner: These skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.
- C. A recognition of what it means to be an ethical human being and effective citizen: These qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Appendix V - General Education & Articulation Process Reference Book

<http://honolulu.hawaii.edu/intranet/articulation>



General Education Board Charter

Statement of Purpose: The General Education Board

1. acts as a clearinghouse for information on courses that have been articulated, course articulation procedures, and system-wide articulation requirements and status.
2. acts as the central hub for distribution of all application materials for course articulation designation to and from articulation boards.
3. sets policy in articulation situations that are not covered by the purviews of the articulation boards themselves.
4. acts as information distributor for the chairs of the various articulation boards, all of whom are de-facto members of the General Education Board.

5. acts as the delegated representative body for Honolulu Community College in negotiating articulation agreements for transfer-level courses to and from all other campuses in the UH System.
6. is the final arbiter for disputes about interpretation of hallmarks, requirements, and basic standards for articulation that are not specifically covered in the purviews of the articulation boards individually.
7. acts as the keeper of records on courses reviewed by the articulation boards, and the decisions made thereby, providing reports twice annually to the HCC Faculty Senate Executive Committee, the Vice Chancellor for Academic Affairs, and the Dean of the University College, as well as to the University of Hawaii system, where information on system-wide articulated courses is placed on a website.
8. will maintain a website within the Honolulu Community College website where information on articulated courses from HCC to the system, and, to the degree possible, courses articulated throughout the system, will be made public.

Authorization: The General Education Board has been charged with its duties by the Honolulu Community College Faculty Senate Executive Committee (see FSEC Minutes for Sept, 2004), and those duties have been reviewed and approved by the Honolulu Community College Committee on Programs and Curricula (CPC), also a subcommittee of the FSEC.

Structure of the Committee: The General Education Board membership will be composed of the chairs of each of the articulation boards with the General Education chair to be elected from among the members of the General Education Board.

Scope of Authority: The General Education Board has the authority to approve the charters of all articulation boards at Honolulu Community College. Further, the General Education Board has the authority to require the articulation boards to assess courses, and to provide both assessment plans, and results of assessment activities for review and approval. The General Education Board sets and enforces policies that concern all of the articulation boards.

Administrative Support: The General Education Board has no designated administrative support. However, the General Education Board will maintain records of all articulation board decisions, and keep files of applications submitted to the articulation boards along with those records. The General Education chair will be responsible for distributing applications for the various focus, Foundations, and Diversification designations to the individual boards, and receiving decisions directly from the boards. Any further administrative support will be provided when possible by the University College, and the Dean of the University College.

Membership: It will be the responsibility of each member of the board to attend each meeting. Non-attendance will mean loss of voting status for decisions taken during the meeting that a member did not attend. Chronic lack of attendance will be grounds for the board to request from the member's articulation board the replacement of that board's representative with one able to attend. Chronic problems with attendance from the board in question will be grounds for the General Education chair to ask the FSEC chair to remove the members of the board and replace all or some of those members with other members of the faculty.

Conduct of Meetings: Meetings shall be conducted formally, whether in person or electronic, with formal discussion and voting on each decision to be taken. All decisions must be made by a majority of the members present in quorum.

Special Responsibilities of the General Education Board Chair: The General Education Board Chair has special responsibilities beyond conducting meetings, and in addition to carrying out administrative and other duties required by decisions of the General Education Board. The General Education Board Chair is responsible for distribution of all applications for articulation designation (all applications must go to the Gen. Ed. Chair for distribution prior to being reviewed, and the Gen. Ed. Chair will act as a hub for redistribution of the application to all boards to which it is intended to go). The General Education Board Chair is responsible for maintaining records of all articulation board decisions, and for activating those decisions by reporting them to CPC, FSEC, and the Dean of the University College, as well as placing them on the General Education Board website, and confirming proper notification of articulation decisions to other UH campuses. The General Education Board Chair is responsible for maintaining communication between all articulation boards, and keeping information flowing in all directions necessary. All other duties that are necessary and consistent with the position of the General Education Chair, and do not usurp the legitimate and exclusive decision-making responsibilities and authority of the General Education Board, other articulation boards, and other HCC campus committees, should be exercised when necessary.

Meeting Schedule: Meetings will be held at least once each month, unless all members of the board agree there is no reason for a meeting to be held.

Course Review Deadlines: The General Education Board will ensure that courses will be reviewed according to the CPC schedule, with a requirement that all courses intended to fit the catalog will be reviewed at least two weeks prior to the date required by the unit DCC so that they can be given to CPC within the stated schedule for catalog inclusion in the desired semester. The Board will encourage the making of decisions by articulation boards in a timely manner so that course designations can appear in the printed catalog for student convenience.

Chair: The chair of the General Education Board will be elected by a majority of the board members at the last meeting of each academic year to serve for the succeeding academic year.

Recorder: The Board will select a recorder who will provide minutes of Board meetings and decisions.

Information Dissemination: The General Education Board will make every effort to provide updated information regarding courses designated, articulation status, etc. on its website and in the college catalog if possible.

Process

Foundations designation process.

1. Fill out the [application form at the Foundations website](#)
2. Have your Division Chair review and sign the application form.
3. Send the application form, the course outline, and all other required documents to the [General Education Board chair](#).

4. The Gen. Ed. chair will distribute the application to all articulation boards from which it is seeking designation.
5. Once the boards return their decisions to the General Education chair, the Gen. Ed. chair will send the applications for information purposes to the University College DCC, and then to the CPC. The DCC and CPC have no authority to review courses for articulation purposes, nor to overturn decisions made by the articulation boards. The General Education chair will also provide the results of the review to the applicant. It is assumed that the Focus Board members will act as coaches for instructors who are applying for focus designation, in order to maintain the rigor of standards, and some uniformity in assessment activities.
6. Once the course is designated, if it does not require further review by the DCC or CPC for general campus-related curriculum purposes, it will be placed in the catalog as meeting focus requirements. (H-Focus-designated courses are instructor-specific. A course not taught by an instructor certified by the focus board will not be designated as meeting H-Focus requirements).
7. The course will be reviewed every two years. At review time, if the instructor wishes the course to remain certified, a new application must be submitted, along with an up-to-date course outline, an assessment plan, and results of assessment activities conducted over the previous two years (If assessment activities are not conducted, or if the course assessment shows negative results or a failure to respond to assessment results with course improvements, the focus board).

Diversification designation process.

1. Fill out the [application form at the Diversification website](#)
2. Have your Division Chair review and sign the application form.
3. Send the application form, the course outline, and all other required documents to the [General Education Board chair](#).
4. The Gen. Ed. chair will distribute the application to all articulation boards from which it is seeking designation.
5. Once the boards return their decisions to the General Education chair, the Gen. Ed. chair will send the applications for information purposes to the University College DCC, and then to the CPC. The DCC and CPC have no authority to review courses for articulation purposes, nor to overturn decisions made by the articulation boards. The General Education chair will also provide the results of the review to the applicant. It is assumed that the Focus Board members will act as coaches for instructors who are applying for focus designation, in order to maintain the rigor of standards, and some uniformity in assessment activities.
6. Once the course is designated, if it does not require further review by the DCC or CPC for general campus-related curriculum purposes, it will be placed in the catalog as meeting focus requirements. (H-Focus-designated courses are instructor-specific. A course not taught by an instructor certified by the focus board will not be designated as meeting H-Focus requirements).

7. The course will be reviewed every two years. At review time, if the instructor wishes the course to remain certified, a new application must be submitted, along with an up-to-date course outline, an assessment plan, and results of assessment activities conducted over the previous two years (If assessment activities are not conducted, or if the course assessment shows negative results or a failure to respond to assessment results with course improvements, the focus board).

E-Focus designation process.

1. Fill out the [application form at the H-Focus website](#)
2. Have your Division Chair review and sign the application form.
3. Send the application form, the course outline, and all other required documents to the [General Education Board chair](#).
4. The Gen. Ed. chair will distribute the application to all articulation boards from which it is seeking designation.
5. Once the boards return their decisions to the General Education chair, the Gen. Ed. chair will send the applications for information purposes to the University College DCC, and then to the CPC. The DCC and CPC have no authority to review courses for articulation purposes, nor to overturn decisions made by the articulation boards. The General Education chair will also provide the results of the review to the applicant. It is assumed that the Focus Board members will act as coaches for instructors who are applying for focus designation, in order to maintain the rigor of standards, and some uniformity in assessment activities.
6. Once the course is designated, if it does not require further review by the DCC or CPC for general campus-related curriculum purposes, it will be placed in the catalog as meeting focus requirements. (H-Focus-designated courses are instructor-specific. A course not taught by an instructor certified by the focus board will not be designated as meeting H-Focus requirements).
7. The course will be reviewed every two years. At review time, if the instructor wishes the course to remain certified, a new application must be submitted, along with an up-to-date course outline, an assessment plan, and results of assessment activities conducted over the previous two years (If assessment activities are not conducted, or if the course assessment shows negative results or a failure to respond to assessment results with course improvements, the focus board).

O-Focus designation process.

1. Fill out the [application form at the H-Focus website](#)
2. Have your Division Chair review and sign the application form.
3. Send the application form, the course outline, and all other required documents to the [General Education Board chair](#).

4. The Gen. Ed. chair will distribute the application to all articulation boards from which it is seeking designation.
5. Once the boards return their decisions to the General Education chair, the Gen. Ed. chair will send the applications for information purposes to the University College DCC, and then to the CPC. The DCC and CPC have no authority to review courses for articulation purposes, nor to overturn decisions made by the articulation boards. The General Education chair will also provide the results of the review to the applicant. It is assumed that the Focus Board members will act as coaches for instructors who are applying for focus designation, in order to maintain the rigor of standards, and some uniformity in assessment activities.
6. Once the course is designated, if it does not require further review by the DCC or CPC for general campus-related curriculum purposes, it will be placed in the catalog as meeting focus requirements. (H-Focus-designated courses are instructor-specific. A course not taught by an instructor certified by the focus board will not be designated as meeting H-Focus requirements).
7. The course will be reviewed every two years. At review time, if the instructor wishes the course to remain certified, a new application must be submitted, along with an up-to-date course outline, an assessment plan, and results of assessment activities conducted over the previous two years (If assessment activities are not conducted, or if the course assessment shows negative results or a failure to respond to assessment results with course improvements, the focus board).

Writing Intensive (WI) designation process.

1. Fill out the [application form at the H-Focus website](#)
2. Have your Division Chair review and sign the application form.
3. Send the application form, the course outline, and all other required documents to the [General Education Board chair](#).
4. The Gen. Ed. chair will distribute the application to all articulation boards from which it is seeking designation.
5. Once the boards return their decisions to the General Education chair, the Gen. Ed. chair will send the applications for information purposes to the University College DCC, and then to the CPC. The DCC and CPC have no authority to review courses for articulation purposes, nor to overturn decisions made by the articulation boards. The General Education chair will also provide the results of the review to the applicant. It is assumed that the Focus Board members will act as coaches for instructors who are applying for focus designation, in order to maintain the rigor of standards, and some uniformity in assessment activities.
6. Once the course is designated, if it does not require further review by the DCC or CPC for general campus-related curriculum purposes, it will be placed in the catalog as meeting focus requirements. (H-Focus-designated courses are instructor-specific. A course not taught by an instructor certified by the focus board will not be designated as meeting H-Focus requirements).

7. The course will be reviewed every two years. At review time, if the instructor wishes the course to remain certified, a new application must be submitted, along with an up-to-date course outline, an assessment plan, and results of assessment activities conducted over the previous two years (If assessment activities are not conducted, or if the course assessment shows negative results or a failure to respond to assessment results with course improvements, the focus board).

H-Focus designation process:

1. Fill out the [application form at the H-Focus website](#)
2. Have your Division Chair review and sign the application form.
3. Send the application form, the course outline, and all other required documents to the [General Education Board chair](#).
4. The Gen. Ed. chair will distribute the application to all articulation boards from which it is seeking designation.
5. Once the boards return their decisions to the General Education chair, the Gen. Ed. chair will send the applications for information purposes to the University College DCC, and then to the CPC. The DCC and CPC have no authority to review courses for articulation purposes, nor to overturn decisions made by the articulation boards. The General Education chair will also provide the results of the review to the applicant. It is assumed that the Focus Board members will act as coaches for instructors who are applying for focus designation, in order to maintain the rigor of standards, and some uniformity in assessment activities.
6. Once the course is designated, if it does not require further review by the DCC or CPC for general campus-related curriculum purposes, it will be placed in the catalog as meeting focus requirements. (H-Focus-designated courses are instructor-specific. A course not taught by an instructor certified by the focus board will not be designated as meeting H-Focus requirements).
7. The course will be reviewed every two years. At review time, if the instructor wishes the course to remain certified, a new application must be submitted, along with an up-to-date course outline, an assessment plan, and results of assessment activities conducted over the previous two years (If assessment activities are not conducted, or if the course assessment shows negative results or a failure to respond to assessment results with course improvements, the focus board).

Core Requirements

[What is the Foundations requirement?](#)

[What is the Diversification requirement?](#)

Can a course have multiple designations?

Yes, a course can have multiple designations. However, there are rules to prevent conflicts of

interest. For example, an H-Focus course can also be a WI course, but a WI course cannot also be an O-Focus course, since it is impossible to base more than 70% of a course grade on writing while basing more than 60% on oral communications skills. In addition, a course designated for a foundations requirement cannot be designated as a focus course as well.

What is meant by "Instructor-specific"?

Focus courses must be designated such according to the instructor - in other words, not every Phil. 110 course is designated E-Focus. Each instructor who teaches the course decides whether she or he wants to teach an E-focus, and then submits an application for that specific course and instructor. Therefore, E-focus, or O-focus, or H-focus courses can be taught at any campus, but only the courses offered by approved instructors can receive the designation, even if the course being taught be a different instructor uses the same course number, syllabus, etc... Each focus course is instructor-specific.

Are Foundations and Diversification courses "Instructor-specific"?

No. Foundations and Diversification courses are designated on a course-specific basis, and the designation is award to all sections of the same course.

Hallmarks

WI -

[Click here for faculty resources: W.](#)

1. The course uses writing to promote the learning of course materials.
2. The course provides interaction between the instructor and students while students do assigned writing.
3. Written assignments contribute significantly to each student's course grade.
4. The course requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.
5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

Writing Intensive Explanatory notes

- Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.
- Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.
- Only students who satisfactorily complete the writing assignments should be allowed to pass the course with a "D" or better. Thus, the Board recommends that writing assignments count for at least 40% of the course grade. Alternatively, the Board recommends that if writing assignments count less than 40%, the course instructor state explicitly on the syllabus that "students must complete all writing assignments to pass the course with a "D" or better."

- The types of writing assigned will vary and may include formal and "informal" (writing that is not revised) writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, reaction papers, etc.

E-Focus -

[Click here for faculty resources: E.](#)

1. Contemporary ethical issues will be presented and studied in a manner that is fully integrated into the main course content.
2. The equivalent of one semester credit-hour or 30% of a 3-credit course will be devoted to contemporary ethical issues.
3. A minimum of 8 hours of class time will be spent discussing contemporary ethical issues.
4. The disciplinary approach(es) used in the course will give students tools for the development of responsible deliberation and ethical judgment.
5. Students will achieve basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments.
6. The course will be numbered 300 or above.

Contemporary Ethical Issues Explanatory notes

- The themes for E courses are expected to be quite varied. The Focus Board anticipates courses treating such issues as discrimination, death and dying, victimless crimes, sex and reproduction, privacy, intellectual property, the distribution of health services and so on. Courses may be associated with particular disciplines, professions and larger enterprises: the ethics of human and animal research, medical ethics, bioethics, biotechnology, business ethics, engineering ethics, ethics in government, and journalistic ethics, for example. Still others might look at ethical issues that emerge at cultural interfaces, war, evangelism, colonialism and multi-cultural societies, etc. It is important that the issues not be ancillary but fully integrated into the main course content. For example, the inclusion of Salmon Rushdie's *Satanic Verses* in a course on 20th Century Literature is not likely to justify a E designation unless the course has a central focus on related ethical issues such as censorship, religious freedom, and/or the politics of representation of religious and ethnic minorities, which is further explored in other works of literature of the period.
- Course materials must be pertinent to the ethical issues under review. While well-selected philosophical and literary texts would serve, so would case studies, judicial opinions, statutes, codes of ethics (and commentaries), film, works of art, performances, as well as a broad range of other readings. It is anticipated that most courses will incorporate materials of several kinds.
- Discussion and deliberation are important methodologies in the development of ethical judgment and may involve varying degrees of formality and modes of organization. Different approaches might include small group discussions, formal debate, round-table discussions, Socratic questioning, etc. While no specific limits are placed on the range or combinations of disciplinary approaches that may be used--for example, policy analysis, social criticism, philosophical and religious ethics and law, theoretical criticism and interpretation--the academic approaches and methodologies should suffice to give students tools for the development of responsible ethical judgments.
- It is important that E courses not be purely descriptive, merely characterizing, for example, the moral beliefs of persons or peoples. Nor is it intended that the pedagogy be value-free, using

approaches that maintain an "arms-length" relationship with current ethical issues. Instead the goal of such courses, at least in part, must be to equip students with some degree of proficiency in ethical deliberation. Accordingly, it would not be enough simply to survey a range of abstract moral theories without bringing them to bear fruitfully and responsibly on living moral questions. Nor will it suffice to introduce a range of divergent opinions without giving students the tools to assess these. Note: historical ethical issues are appropriate E topics, provided that the ethical issues they raise are brought to bear on contemporary circumstances, whether historically or structurally related. Thus a E course on the history of colonialism might, for, example, incorporate significant discussion of the modern ethical legacies of colonialism and/or neocolonialism.

O-Focus -

[Click here for faculty resources: O.](#)

1. Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the course. In addition, at least 40% of the final course grade will be a function of the student's oral communication activities.
2. Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.
3. Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities.
4. If instructor feedback primarily involves individual or paired students, enrollment will be limited to 20 students. If instructor feedback primarily involves groups of students, enrollment will be limited to 30 students.
5. The course will be numbered 300 or above.

Oral Communication Explanatory Notes

Establishing a Need for Oral Communication Intensive Classes

There is no shortage of arguments addressing the need for UH-M students to be provided with the opportunity to improve their oral communication knowledge and skills. To see some arguments, [click here](#).

Forms/types of Oral Communication assignments

It is assumed that O classes will develop assignments responsive to student needs and to the professional demands the students will face. Consequently a variety of assignments can be designed to satisfy the O requirement.

- Individual creative/aesthetic performances (e.g., storytelling, performance of literature, interpretations and readings)
- Group presentations-- incorporating individual presentations
- Facilitating/Participating in group discussions and community gatherings
- Chapter/Section presentations to class
- Individual presentations/Speeches-- formal/informal
- Panel discussions

- Engaging in outreach activities that incorporate oral communication skills (e.g., community teaching, coaching, presenting)
- Various forms of interviews/interrogations
- Press conference
- Various persuasion/influence appeals (e.g., sales presentations, solicitations, motivational presentations)
- Debates (individual and team)
- Critiques of and responses to others' performance, presentations

H-Focus -

To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks:

A. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.

B. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.

C. A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment.

D. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

Hawaiian, Asian, and Pacific Issues Explanatory Notes

- When requesting an H designation, the applicant should submit a set of statements on a separate page, **pointing out how the course specifically addresses Hallmarks**. A single, focused paragraph with some specific examples for each Hallmark is usually sufficient.
- **The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key.** A course exclusively about Hawai'i, the Pacific Islands, or Asia is not eligible for an H designation. A course that does not include relationships with Native Hawaiian Culture is not eligible for an H designation.
- **The course design must include native voices and perspectives from all areas of intersection.** These could be represented through publications, videos, guest speakers, or field trips, for example.
- **The syllabus is to be annotated and detailed.** It must show the weekly distribution of topics, readings, and other features, e.g. videos, guest speakers, field trips. Although we realize that some of the activities or their chronology may change as the semester progresses, the Board wants a sense of the overall design of the course and the distribution of the various Hallmark components within it.

Foundations -

Foundation courses are intended to give students skills and perspectives that are fundamental to undertaking higher education. To promote student understanding of connections across fields of inquiry, Foundations courses may be linked and require co-registration.

Students must complete:

- Written Communication (3 credits, 1 course)

Students will be introduced to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. This course also provides students with experiences in the library and on the Internet and enhances their skills in accessing and using various types of primary and secondary materials.

- Symbolic Reasoning (3 credits, 1 course)

Courses fulfilling this requirement will expose students to the beauty and power of formal systems, as well as to their clarity and precision; courses will not focus solely on computational skills. Students should understand the concept of proof as a chain of inferences. They should be able to apply formal rules or algorithms. They should also be able to engage in hypothetical reasoning. In addition, the course should aim to develop the ability of students to use appropriate symbolic techniques in the context of problem solving, and in the presentation and critical evaluation of evidence.

- Global & Multicultural Perspectives (6 credits, two courses)

Global and Multicultural Perspectives courses provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students will gain a sense of human development from pre-history to modern times through consideration of narratives and artifacts of and from diverse cultures. At least one component of each of these courses will involve the indigenous cultures of Hawai'i, the Pacific, and Asia.

Below you will find the current Foundations Hallmarks (approved in October 2002. Easy print format (pdf file)

Previous versions of the Hallmarks are also available: [October 2001 draft](#) and [December 2001](#), used to designate Fall 2002 courses.

*Current Hallmarks***To satisfy the Written Communication 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 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

To satisfy the Symbolic Reasoning requirement, a course will:

- expose students to the beauty, power, clarity and precision of formal systems
- help students understand the concept of proof as a chain of inferences
- teach students how to apply formal rules or algorithms
- require students to use appropriate symbolic techniques in the context of problem solving, and in the presentation and critical evaluation of evidence
- not focus solely on computational skills
- build a bridge from theory to practice and show students how to traverse this bridge
[added, October 2002]

To satisfy the Global and Multicultural Perspectives requirement, a course will:

- from multiple perspectives, analyze the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, Asia, Europe, and Oceania
- 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
- while recognizing diversity, also examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time
- include at least one component on Hawaiian, Pacific, and 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
- in combination, the two GMP courses will provide students with a large-scale analysis of human development and change over time from prehistory to the present

Diversification -

The Diversification requirement is intended to assure that every student has a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests.

A strength of the UHM curriculum is that students can extend their General Education over the full four years of their academic program. Thus, students may meet the Diversification requirement by taking any course in the specified area--lower- and upper-division courses, and among courses that meet Focus or Major requirements. However, Diversification courses must come from different departments than the courses students used to satisfy the Foundations Global & Multicultural Perspectives requirement.

Requirement

Arts, Humanities, & Literatures	6 credits, from two of these areas
Social Sciences	6 credits, from two different departments
Biological Sciences	3 credits
Physical Sciences	3 credits
Science Laboratory	1 credit

In the *Catalog*, approved Diversification courses are indicated by the appropriate letter code after the course description.

Wild Card Option

A student can request that one **Diversification (or Focus) requirement be waived** if he/she has engaged in an extraordinary or especially valued educational experience. Although the Wild Card can be used to waive an appropriate Diversification or Focus requirement, it does not reduce the total number of credits needed to graduate.

[Diversification Hallmarks](#)**Designation criterion:**

The Two-Thirds Guideline. In making its determination, the GEC will be guided by the "Two-Thirds Guideline": For a course to be designated in a particular area, approximately two thirds of the content of its governing syllabus and approximately two thirds of the required class meetings must demonstrate the hallmarks. (Thus, a course in Family Resources that is two thirds social sciences and one third humanities will count toward the social sciences area only; a course in Hindi that involves literary texts for half of the course and conversational skills for half of the course will not be designated as appropriate to fulfill any area of Diversification Requirements.)

Arts, Humanities and Literatures

6 credits, from 2 different areas.

To satisfy the Arts area requirement, a course

- uses the terminology of the visual, performative, or creative arts;
- involves artifacts, texts, performances, concepts, processes, theories, or issues of concern in studies of visual, performative, or creative arts;
- demonstrates the qualitative, argumentative, kinetic, production, and/or quantitative methods employed in studies of visual, performative, or creative arts.

To satisfy the Humanities area requirement, 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.

To satisfy the Literatures area requirement, a course

- uses the terminology of literary and/or cultural representations;
- involves the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural representations;
- demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural representations.

Social Sciences

6 credits, from two different departments

To satisfy the Social Sciences requirement, 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 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.

Natural Sciences

7 credits (3 cr. physical, 3 cr. biological, and 1 lab cr.)

To satisfy the Biological Science requirement, 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 requirement, 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 and mathematics.

To satisfy the Laboratory requirement, 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.

Appendix VI - Distance Education Review Board

Background:

WASC is essentially requiring that distance education courses go through a review and approval process specifically for DE courses to ensure the appropriateness, feasibility, and impact of the delivery method in meeting course and program objectives. According to a letter from Lily Owyang of WASC-ACCJC, a review of all DE courses needed to be included in the self-study for the accreditation team in 2006. This meant that a review body needed to be formed to review and approve all existing and new DE courses in time to be included in the self study written in the fall of 2006. An ad hoc CPC subcommittee was therefore formed, and it subsequently defined the functions and developed the policies and an application form for review of all then-existing and new DE courses. The first Board was appointed and began work in the spring of 2005.

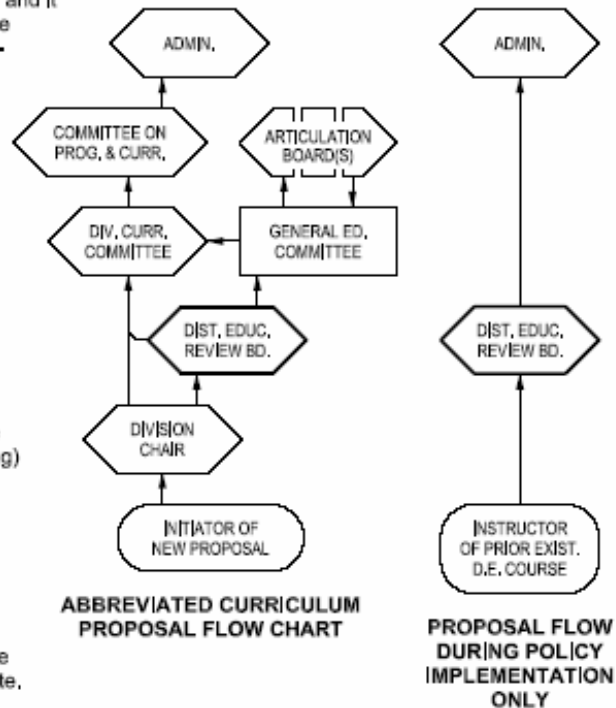
Composition of the Board:

The Distance Education Review Board, a CPC subcommittee of the CPC, is composed of the following members appointed by the CPC Chair in consultation with the Dean of Academic Affairs:

1. Distance Education Coordinator
2. Internet Course Faculty Member
3. Telecourse Faculty Member
4. Non-DE Faculty Member from the CPC
5. Non-DE Faculty Member at Large
6. Dean of Academic Affairs (non-voting)
7. Member with DE Course Production Expertise from the Faculty, Staff, or Admin (non-voting)

Functions and policies of the Board:

1. The CPC Chair in appointing members to the Board will make every effort to establish a balance of Liberal Arts and Technical/Occupational faculty.
2. The Board shall elect a chairperson who, in the case of any tie vote, shall cast the deciding vote.
3. All courses that were either already offered in DE mode, or are proposed to be offered in such a mode, shall be reviewed by the Board, and either in such a mode shall be approved or not approved as courses that may be offered in the mode described.
4. A course shall be approved only for the type of DE delivery described (i.e., internet course, telecourse, hybrid, or combination DE-classroom) rather than any mode of delivery.
5. Any course that is NOT approved for delivery in a DE mode may still be forwarded (depending upon how the curriculum action form is written) for approval by the other curriculum committees and entities as a course deliverable in a traditional or other non-DE mode.
6. The Board will consider only the mode of delivery aspects of a proposed DE course (or DE mode of delivery). Approval by the Board will not constitute approval of the course as a whole. All approved proposals of new DE courses will be forwarded to the appropriate DCC for further review.
7. Courses that are not approved as DE courses shall not be offered as such. Decisions of the Board shall govern action. They shall not simply be recommendations subject to acceptance or rejection at another level of the curriculum approval process.
8. The Board shall meet prior to the DCCs' meetings whenever an application for approval of a DE course (or DE mode of delivery) is submitted by its advertised deadline.
9. Board members shall be appointed to two-year terms. Terms will be staggered (at least two carryovers each year).



Board approved by CPC February 11, 2005
Description revised September 23, 2005

CLEAR FORM

DISTANCE EDUCATION COURSE PROPOSAL AND REVIEW FORM

HONOLULU COMMUNITY COLLEGE

Attach a course syllabus complete with Student Learning Outcomes.
 If this is a new course, attach this form to the standard Curriculum Action Form.

Course alpha:	Course number:	Course title:
Course instructor:		Today's date:

1. Why are you proposing (or currently offering) this course as a distance education course?
2. If this is an existing distance education course, when was it first offered? _____ <input type="checkbox"/> N/A
3. What will be (or are) the primary and secondary methods of delivery in the course? Primary (check one): <input type="checkbox"/> Internet <input type="checkbox"/> TV <input type="checkbox"/> Other: _____ Secondary (check others): <input type="checkbox"/> Internet <input type="checkbox"/> TV <input type="checkbox"/> Classroom/Lab <input type="checkbox"/> Other: _____
4. Will there be (or is there currently) a classroom version of the course? <input type="checkbox"/> Yes <input type="checkbox"/> No
5. Is the distance education technology suitable for all course activities that are part of the corresponding classroom version (if there is a classroom version)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6. What is the source of the material you proposing to use (or are currently using) for the course? If it is copyrighted, have you obtained permission to use it? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7. What types of individualized student-instructor interaction are you proposing (or currently using) for the course? <input type="checkbox"/> E-mail <input type="checkbox"/> Bulletin board <input type="checkbox"/> Phone <input type="checkbox"/> Scheduled online chat where you are present <input type="checkbox"/> Fax <input type="checkbox"/> Office consultation <input type="checkbox"/> Other: _____ How regular will the interaction be (or how regular is it now)? _____
8. What system are you proposing (or currently using) for student-student interaction?
9. What campus, online, or other support services will be (or are currently) needed for the course? <input type="checkbox"/> Counseling <input type="checkbox"/> IT <input type="checkbox"/> Disability <input type="checkbox"/> Telecourse production <input type="checkbox"/> College Skills Center/testing <input type="checkbox"/> Financial Aid <input type="checkbox"/> Instructional design <input type="checkbox"/> Library <input type="checkbox"/> Other: _____ Are these services currently available? <input type="checkbox"/> Yes <input type="checkbox"/> No Are the required financial and logistical support available? <input type="checkbox"/> Yes <input type="checkbox"/> No
10. How will the course material be kept current (or how is it now kept current)? If this is an existing distance education course, when was it last updated? _____ <input type="checkbox"/> N/A

TAB TO ITEM 11, OR SCROLL TO CONTINUE

Continued on back

11. How will students be graded in the course (or how are they currently graded)?
12. Will there be (or is there now) a final exam or final project in the course? <input type="checkbox"/> Yes <input type="checkbox"/> No If "yes," will it be (or is it) proctored? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If "no," will other activities be proctored (or are they proctored now)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Briefly explain any other safeguards you are proposing (or currently have in place) to prevent dishonesty.
13. What methods are you proposing (or currently using) for evaluating the effectiveness of the course?
14. What methods are you proposing (or currently using) for evaluating student satisfaction?
15. Briefly describe your experience or training in distance education, and/or describe your background in the technology that you are proposing (or currently using) for the course.
16. Any additional comment(s) not related to the content of the course? Please state or leave blank.
17. Signature: Course Instructor: _____ Date: _____

**Have you signed an Intellectual property rights agreement?
Have you attached a course syllabus with Student Learning Outcomes for the course?**

THAT'S ALL

Distance Education Review Board Use Only
The Board met on _____ and <input type="checkbox"/> approved <input type="checkbox"/> disapproved the course as a distance education course. Disapproval does not preclude approval as a classroom or other type of course.
Board comments:
Board Chair's signature: _____ Date: _____

DE Review Process

The Distance Education Review Board ensures that the policies outlined in the ACCJC Distance Education Manual [[ACCJC DE Manual](#)] Review procedures are similar to the review of any other course, but emphasis is placed on overcoming the weaknesses that are inherent in the distance delivery method. For example, the following is a partial list of the items the DE Review Board will investigate:

- The instructor has demonstrated that the web site or media production is of sufficient quality to replace classroom lectures and complies with ADA standards.
- For Internet courses the instructor has demonstrated that he or she possess the skills to maintain a web sight and make major modifications if necessary.
- Content delivery is maintained and SLOs can be achieved.
- Student-instructor interaction is maintained through “chat rooms” or e-mail.
- Exams can be proctored in a reliable facility.
- Students have access to an accredited library.
- Other student services such as the book store and counseling services are provided on-line or by telephone.

The DE Review Board also ensures that the DE Office provides adequate information on all DE courses through its Web site and catalog. Students must be provided with information on the type of equipment, skill requirements, and other resources they must have to successfully complete the distance education course they are interested in. [[Distance Education Web Site](#)]

Appendix VII - Transfer of Credit Policy

Honolulu Community College (HCC) thoroughly and comprehensively evaluates transfer credits to ensure a student's smooth transfer of credits and to ensure applicability to the student's program.

Expected Student Learning Outcomes (SLO) of the course shall be the basis of all transfer decisions. Generally, the College will accept a course if at least 70% of the SLOs match a comparable HCC course although certain courses may require a higher percentage or allow a lower percentage. In instances where course information does not include SLOs, the reviewing faculty member will use appropriate criteria such as the course description or course competencies to determine whether or not the course should be accepted as equivalent. A course does not have to exactly match the title, number, course descriptions, outlines/syllabi or SLOs to be eligible for transfer credits. In some cases, a pair or group of courses from one program or institution may transfer as meeting the requirements of a pair or block of HCC courses

While transfer coursework is not calculated directly into the HCC Cumulative Grade Point Average (GPA), transfer courses with a "D" grade may be accepted as long as the cumulative GPA of all applicable transfer courses from that institution is a 2.0 or higher. This is to ensure that at the point of graduation, students meet the appropriate HCC graduation standards.

If transfer students have earned a "D" grade in courses that serve as a HCC program or course prerequisite and that program/course requires the completion of the prerequisite course at a "C" or higher level, students must take and complete the HCC prerequisite course and earn the required grade before proceeding.

Transfer Credits and Articulation Agreements

Transfer courses from the UH System which are included in UH system articulation agreements will be accepted in transfer.

Procedures to Transfer Credits

The student must request that an official transcript of all coursework taken at non-University of Hawaii (UH) system institutions be sent directly to HCC Records Office. Comprehensive course information is important for a thorough assessment of course; therefore, course descriptions and preferably course outlines/syllabi and student learning outcomes (SLOs) must be provided for out-of-state institutions. UH System transcripts with records from 1987 to present should not be sent to HCC as such records are accessible through the UH student information system.

Once enrolled in HCC classes, students must complete a Transcript Evaluation Request Form and submit the form to Records Office. Students will be notified whether or not their credits have transferred, and those credits will be posted to students' HCC transcripts after completion of coursework at HCC.

The Records Office will verify the official transcripts then send the transcripts to the appropriate program counselor for evaluation.

If a transfer course has been previously approved for transfer from that institution, the transfer courses are automatically granted within the same general education or program area.

If a transfer course has not been previously approved for transfer from that institution, the counselor prepares a Request for Articulation Form and attaches the course information and forwards the Request Form to the faculty member responsible for the discipline or program.

A faculty member in the discipline decides whether the course will be accepted for transfer credit and the status of the transfer credit e.g. meeting specific general education requirement, program requirement, or elective credit and completes, signs, and returns the Request Form to the counselor.

The transfer course is then entered into the Transfer Database so future students transferring from the same institution will receive the designated credit.

Approved:

Chancellor

Date

Appendix VIII – Termination of a Program

6/13/05

Procedure to assist students following termination of a program

Prepared by Sherrie Rupert and Karen Kelly

The following procedures have been followed when a program has been terminated. These procedures have never been formally approved, but are recommended for the revised CPC Curriculum Handbook.

- Once it is determined that a program will be terminated the CPC will request that the program remain open for at least one year to ensure that the students that have completed one year will be able to earn their degree.
- The institutional researcher runs reports to identify students in the program and what courses they need to graduate.
- Administrators will use the report to determine what classes have to be scheduled in the following two semesters to accommodate students.
- Administrators notify the students of the change and direct them to see an academic counselor to plan courses so they can reach their educational goal. Changes may include but not limited to:
 - English and math placement requirements
 - Number of credits required before degree is awarded
 - Type of degree awarded
- Students may be advised as follows:
 - Transition program
Students who have not progressed far into the old program are advised that a combination of old and new courses could satisfy the new degree or certificate requirements (History: Commercial Art program changed to the Communication Art program)
 - Referral to another campus
Students may be referred to another campus to complete their degrees if they are unable to finish the program before it closes. (History: Commercial Baking were students advised to transfer to Kapiolani or Leeward food service programs if they didn't finish our Bake program before it closed)
 - Referral to another major
Students may be advised into another program if they are not able to finish their old program in the designated time allowed. (e.g. Machine Shop termination)