

To send to dept. chairpersons per DAC request

(A margin of at least 1" should be maintained at the top, bottom, left and right edges of each page of the course outline. Pages should be automatically numbered in the footer area. For example, RESP 215 COL, page 3)

KAPI'OLANI COMMUNITY COLLEGE  
University of Hawai'i  
COURSE OUTLINE (Form: 02/02/02)

**ALPH 999 Course Title** (Please use new 4 letter course alphas)

1. COURSE INFORMATION: date of outline (MN/DY/YR)

ALPH 999 Course Title (number of credits) Articulation Abbreviations/Area of Diversification (if any - Is this course intended to fulfill a Kapi'olani Community College General Education Core requirement for an A.A. degree or an A.S. degree? For example, KCC AA/NS1, KCC AA/FL)  
# hours lecture, lab, lecture/lab, practicum, clinical, lecture/lecture/lab. per week

Prerequisite(s):

Corequisite(s):

Recommended Preparation:

(Omit the Prerequisite(s), Corequisite(s), Recommended Preparation if not applicable)

Provide the course description to be included in the KCC General Catalog. This course description may also appear in the summer schedule of classes. The description should begin with the course alpha/number. The description should contain complete sentences. For example, "ART 555 is an intermediate level course focusing on the principles of quantum physics integral to the Mayan sculptures on view in the courtyards of the Honolulu Academy of Art. Art sculpture is subject to the same principles of uncertainty as those of quantum mechanics; therefore, the more one looks at a sculpture the less one understands it."

COMMENT: Semester information (if any), special supplies (if any), special fees (if any), special grading options (if any)

2. COURSE OBJECTIVES/COMPETENCIES:

Upon successful completion of ALPH 999 (now max 4 LETTERS in alpha), the student should be able to:

- ... List this and that.
- ... Describe something or other
- ... Identify whateva
- ... Select blah blah blah
- ... Apply yada yada

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List appropriate course objectives/competencies utilizing an indented bullet format. It is desirable to have these listed in order of importance and to be as specific as possible.

Suggestions for objectives include: skills to be acquired, problem solving, applied knowledge, relationships, and understandings and other values that the student should acquire in the course.

**Suggested verbs**

Verbs to avoid: understand, appreciate

Verbs to use:

List, Describe, Identify, Select, Apply, Evaluate, Demonstrate, Define, Examine, Distinguish between, Construct, Repair, State, Contrast/compare, Solve, Give examples of, Locate, Discriminate, Memorize, Record, Run, Type, Jump, Sing, write (something specific), Compose, Design, Invent, Create, Hypothesize, Construct, Forecast, Rearrange parts, Judge, Evaluate, Give opinion, Prioritize, Recommend, Critique, Investigate, Classify, Categorize, Compare, Contrast, Solve, Demonstrate, Use (guides, maps, charts, etc.), Build, Cook, Restate, Give examples, Explain, Summarize, Translate, Show symbols, Edit, Tell, Recite, Memorize, Remember, Define, Locate

3. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES:

ALPH 999 is an elective/required course in the \_\_\_\_\_ curriculum. Indicate the general purpose of this course and the relationship of this course to other courses in the curriculum.

Explain the reason for and purpose of all prerequisites, corequisites, and recommended preparation.

This course supports the following college competency areas:

Computation and communication abilities  
Values for living  
Quality of life as affected by technology and science  
Awareness of the dynamics in contemporary issues  
Problem-solving and decision-making abilities  
Responsiveness to the arts and humanities  
Career choices and life-long learning  
Study in a selected program

This course also satisfies the following Associate in Arts degree competencies:

AA - Critical Thinking (Do not remove the title or the description unless NONE of the competencies apply. You may remove inappropriate competencies.)

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Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Upon completion of an A.A. degree, the student should be able to:

- Identify and state problems, issues, arguments, and questions contained in a body of information.
- Identify and analyze assumptions and underlying points of view relating to an issue or problem.
- Formulate research questions that require descriptive and explanatory analyses.
- Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
- Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
- Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
- Synthesize information from various sources, drawing appropriate conclusions.
- Communicate clearly and concisely the methods and results of logical reasoning.
- Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.

AA - Information Retrieval and Technology (Do not remove the title or the description unless NONE of the competencies apply. You may remove inappropriate competencies.)

Information retrieval and technology are integral parts of every content area and discipline. Upon completion of an A.A. degree, the student should be able to:

- Use print and electronic information technology ethically and responsibly.
- Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
- Recognize, identify, and define an information need.
- Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
- Create, manage, organize, and communicate information through electronic media.
- Recognize changing technologies and make informed choices about their appropriateness and use.

AA - Oral Communication (Do not remove the title or the description)

Oral communication is an integral part of every content area and discipline. Upon completion of an A.A. degree, the student should be able to (Do not remove the title or the description unless NONE of the competencies apply. You may remove inappropriate competencies.)

- Identify and analyze the audience and purpose of any intended communication.
- Gather, evaluate, select, and organize information for the communication.
- Use language, techniques, and strategies appropriate to the audience and occasion.
- Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.
- Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
- Use competent oral expression to initiate and sustain discussions.

AA - Quantitative Reasoning (Do not remove the title or the description unless NONE of the competencies apply. You may remove inappropriate competencies.)

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Quantitative reasoning can have applications in all content areas and disciplines. Upon completion of an A.A. degree, the student should be able to:

- Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.
- Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
- Communicate clearly and concisely the methods and results of quantitative problem solving.
- Formulate and test hypotheses using numerical experimentation.
- Define quantitative issues and problems, gather relevant information, analyze that information, and present results.
- Assess the validity of statistical conclusions.

AA - Written Communication (Do not remove the title or the description unless NONE of the competencies apply. You may remove inappropriate competencies.)

Written communication is an integral part of every content area and discipline. Upon completion of an A.A. degree, the student should be able to:

- Use writing to discover and articulate ideas.
- Identify and analyze the audience and purpose for any intended communication.
- Choose language, style, and organization appropriate to particular purposes and audiences.
- Gather information and document sources appropriately
- Express a main idea as a thesis, hypothesis, or other appropriate statement.
- Develop a main idea clearly and concisely with appropriate content.
- Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
- Demonstrate proficiency in revision and editing.
- Develop a personal voice in written communication.

AA - Understanding Self and Community (Do not remove the title or the description unless NONE of the competencies apply. You may remove inappropriate competencies.)

Kapi`olani Community College emphasizes an understanding of one's self and one's relationship to the community, the region, and the world. Upon completion of an A.A. degree, the student should be able to:

- Demonstrate an awareness of the relationship between the environment and their own fundamental physiological and psychological processes.
- Examine critically and appreciate the values and beliefs of their own culture and those of other cultures separated in time or space from their own.
- Communicate effectively and acknowledge opposing viewpoints.
- Use the study of a second language as a window to cultural understanding.
- Demonstrate an understanding of ethical, civic, and social issues relevant to Hawai`i's and the world's past, present, and future.

This course also satisfies the following Associate in Science degree competencies:

AS (Do not remove the title unless NONE of the competencies apply. You may remove inappropriate competencies.)

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- Employ skills and understanding in language and mathematics essential to fulfill program requirements. Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
- Recognize effects of technology and science on the natural and human environments.
- Understand contemporary issues and problems and respond to the impact of current conditions.
- Demonstrate proficiency in conceptual, analytical, and critical modes of thinking.
- Develop insights into human experience and apply them to personal, occupational, and social relationships.
- Recognize relevance of career choices to life-long learning.
- Demonstrate competence in a selected program of study.

ALPH 999 satisfies the following program competencies:

Refer to the current KCC General Catalog and list the appropriate program competencies utilizing a bullet format. Program competencies are also available on the Curriculum Committee website.

4. COURSE CONTENT:

List topics or activities and the approximate amount of time to be devoted to each by the number of class meetings or as a percentage of the total course. Major topics or activities should be detailed with sub-topics or sub-activities.

5. POSSIBLE TEXTS:

Identify possible texts. This list does not limit textbook options for individual faculty teaching this course. Use a standard bibliographic form, i.e. American Psychological Association (A.P.A.) or Modern Language Association (M.L.A.).

If there are other supplies or equipment students are expected to purchase, please list them. Example: periodicals, paperbacks, bulletins, tapes, etc. If there are no supplies or equipment to be purchased, so state.

6. METHODS OF INSTRUCTION:

List proposed plans for teaching this course, such as lectures and group discussions, student participation, reports and projects, field trips, www, internet enhancement, research and other class activities.

7. METHOD OF EVALUATION:

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Briefly describe the procedures that will be used to determine a student's grade in the course. All experiences or items used in the evaluation of the student's performance should be included, e.g., papers, reports, projects, tests, attendance, etc. Indicate the weighting of these items and their contribution towards the final course grade.

Indicate a suggested Grading Scale

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

less than 60% = F

Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessary and reasonable adjustments to the evaluation policies outlined. (Please leave this sentence in your COL.)

Indicate if a course is repeatable for additional credit. If repeatable, indicate "Course is repeatable for a maximum of \_\_\_\_\_ credits." Also specify whether permission is required for a student to repeat a course. If a student receives a grade of D or F, the course may be repeated without any indication in the COL.

8. JUSTIFICATION:

A. Explain why this curriculum change is required. Identify data gathered to justify the request for this course including assessment of student needs and projected enrollments. (Attach supporting survey, study, advisory committee report, etc.)

B. If this is an experimental course seeking regular status provide supporting data compiled and accumulated during the experimental period, such as enrollment, course completion rate, results of student evaluations, etc. that support the continuation of this course.

C. Will this course increase or decrease the number of required hours needed for a certificate or degree? If so, provide justification.

9. RESOURCE REQUIREMENTS:

A. Source of funding -- Will this proposal require a change in staff, equipment, facilities, or other resources?

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If yes, provide details and the source of the additional funds and indicate when and for how long they are available.

If no, indicate how the department will absorb the cost of the proposed change? If this is a new course and other courses offerings will be affected to offset the cost of this course, indicate the reduced or rotated courses and sections that will be used to offset the cost of offering this course.

B. Does this course have any impact on other departments, for example, in the areas of prerequisites, program support, or space requirements. How will present classroom and office resources be affected?

C. Indicate maximum enrollment per class section. Indicate the estimated number of sections to be offered per semester.

#### 10. ARTICULATION:

A. Identify similar courses at other UH colleges: list college, alpha, number, title, and credits for each. If it differs in important ways, explain how.

B. Is this course appropriate for articulation with the UH Manoa General Education Core Requirements?

A course is appropriate for articulation if it has been or will be submitted to a core standing committee and/or an adhoc committee under the University of Hawai'i articulation procedures.

A course is articulated if it has been accepted by a core standing committee and/or an adhoc committee under the University of Hawai'i articulation procedures. Articulation status is published in the Student Transfer Handbook.

If this is a new course or has not previously been submitted for articulation with the UH Manoa General Education Core Requirements, then the appropriate articulation documents must be attached. If this course has previously been articulated with the UH Manoa General Education Core Requirements, so indicate.

A course that is appropriate for articulation (but has not previously been articulated) must have the University of Hawai'i Course Articulation forms attached to the course proposal. Copies of the forms and the articulation guidelines are included on the KCC curriculum committee website.

No changes? Suggested wording might be as follows: This course has been previously articulated with the UH Manoa General Education Core Requirements. Because this course proposal does not involve any change in course content or course competencies, it is not appropriate to rearticulate this course.

Changes to content? Suggested wording might be as follows: This course has been previously articulated with the UH Manoa General Education Core Requirements. Because this course

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proposal does involve any change in course content and course competencies, it is appropriate to rearticulate this course.

Changes to ALPHA, number, or title? Suggested wording might be as follows: This course has been articulated with the UH Manoa General Education Core Requirements under a different ALPHA, number, or title. Previous ALPHA, number, or title was \_\_\_\_\_. Because this course proposal does involve change to ALPHA, number, or title, the "Change to ALPHA, number, or title" form is attached.

The articulation information should be consistent with the articulation abbreviations listed in COL item #1 and in CAR item #2.

A course that is appropriate for articulation (but has not previously been articulated) must have the University of Hawai'i Course Articulation forms attached to the course proposal. Copies of the forms and the articulation guidelines are included on the KCC curriculum committee website.

C. Is this course appropriate for articulation with any other department or college requirements in the UH system?

Note: Articulation is applicable to courses which are equivalent to the same courses on other campuses or courses that satisfy some other core or course requirement on another campuses.