

Curriculum Action Request (CAR) (Form 4-93) - Maui Community College

1. Author(s) Michael Searcy, PhD.

2. Authors unit(s) BSH

3. Date submitted to Curriculum Committee 11-1-2006

4. a. General type of action? course program

b. Specific type of action

Addition

regular

experimental

other (specify)

Modification

number/alpha

title

credits

description

prerequisites

corequisites

program

other (specify)

5. Reason for this curriculum action:

The addition of HUM 400 is as an upper division specialization course. This addition is intended to satisfy the WASC senior commission's request to broaden the upper division general education curriculum of the ABIT program. Course was reviewed and approved by Humanities department, ABIT committee and BSH department.

6. Existing course

alpha number	title	credits
--------------	-------	---------

7. Proposed new/modified course

HUM 400	Changes and Choices	3
---------	---------------------	---

alpha number	title	credits
--------------	-------	---------

8. New course description or page number in catalog of present course description, if unchanged.

Explores ways in which the humanities can contribute to personal and work lives, especially as individuals face change and make decisions. Analyzes how individuals world-wide examine circumstances including the changing landscape of living among people of various beliefs and cultures, making decisions, and dealing with consequences of such decisions. Examines the onset of other choices presented to us as a result of the original decisions made, or alternatively, made for us by our choosing not to engage in the process.

9. Prerequisite(s) ENG 310, or consent

10. Corequisite(s)

11. Recommended preparation

12. Is this course cross-listed? yes no If yes, list course

13. Student contact hours per week

lecture 3 hours lab hours lecture/lab hours other hours, explain

14. Revise current MCC General Catalog page(s) 17, 27, and 117

15. Course grading letter grade only credit/no credit either audit

16. Proposed semester and year of first offering? Fall semester 2007 year

17. Maximum enrollment 35 Rationale, if applicable

18. Special scheduling considerations? yes no If yes, explain.

20. Will this request require special resources (personnel, supplies, etc.?) yes no

21. Is this course restricted to particular room type? yes no If yes, explain.

22. What method of delivery is appropriate for this course?

traditional HITS (interactive TV) cable on-line any of these
 other, explain

23. Course fulfills requirement for ABIT program/degree

Course is an elective for _____ program/degree

Course is elective for AA degree

24. This course increases decreases makes no change in number of credit required
for the program(s) affected by this action

25. Is this course taught at another UH campus? yes no

a. If yes, specify campus, course, alpha and number

b. If no, explain why this course is offered at MCC:

To satisfy WASC issue related to broadening of upper division requirements for ABIT program

26. a. Course is articulated at

UHCC UH Manoa UH Hilo UH WO Other/PCC

b. Course is appropriate for articulation at

UHCC UH Manoa UH Hilo UH WO Other/PCC

c. Course is not appropriate for articulation at

UHCC UH Manoa UH Hilo UH WO Other/PCC

Similar course not found at other campuses.

d. Course articulation information is attached? yes no

Proposed by

[Signature] 10/31/06
Author or Program Coordinator/Date

Requested by

[Signature] 10/31/06 [Signature] 10/31/06
Division or Unit Chair/Date

Recommended by

[Signature] 8 Dec 06
Curriculum Chair/Date

Approved by

[Signature] 12/8/06
Academic Senate Chair/Date

[Signature] 3/27/07
Chief Academic Officer/Date

[Signature] MAR - 7 2007
Chancellor/Date

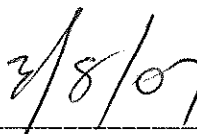
Maui Community College
Course Outline

- | | |
|-----------------------|--|
| 1. Alpha and Number | Humanities 400
HUM 400 |
| Course Title | Changes and Choices |
| Credits | 3 |
| Date of Outline | October 2006 |
| 2. Course Description | Explores ways in which the humanities can contribute to personal and work lives, especially as individuals face change and make decisions. Analyzes how individuals world-wide examine circumstances including the changing landscape of living among people of various beliefs and cultures, making decisions, and dealing with consequences of such decisions. Examines the onset of other choices presented to us as a result of the original decisions made, or alternatively, made for us by our choosing not to engage in the process. |
| 3. Contact Hours/Type | 3 hours/lecture |
| 4. Prerequisites | ENG 310, or consent |

Approved by



Date



5. General Course Objectives

Changes and Choices, HUM 400, is designed to examine the challenges of change and will critically explore various responses possible to change through decision or indecision. The course will examine the exhaustive and ambivalent nature of decisions, as well as the theory, methods and influences of decision-making. HUM 400 will analyze the responses to personal and social decisions as well as conceptualizations of consequences. Examines the decisions made by others historically and through literature and analyzes the consequences in terms of critical thinking and decision making criteria set about in presented ethical theories.

See the attached curricular grid for detailed information on how HUM 400 focuses on the Maui Community College general education standards.

HUM 400 fulfills three of the 13 general education course requirements in Maui Community College's Bachelor of Applied Science in Applied Business and Information Technology (ABIT).

6. Student Learning Outcomes

For assessment purposes, these are linked to #7. Recommended Course Content.

On successful completion of this course, students will be able to

- a. describe the steps in a general approach to decision-making and apply critical thinking skills to the process of decision making;
- b. demonstrate an understanding of literatures that illustrate theory and applicability of decision making and the understanding of consequences by communicating effectively with others on issues of change and response, utilizing appropriate forms of oral communication, as well as multimedia presentations;
- c. identify the on-going nature of change in personal life, work life and the broader community;
- d. describe various responses to change, consider some possible factors that affect those responses and describe how our responses to change affect the broader community as well as how changes in the broader community affect us. Topics will include but not be limited to: power, justice, and hypocrisy;
- e. describe multicultural perspectives that may affect ethical decision making competency;
- f. describe how the use of language, especially that which is ambiguous or value-laden, affect others as decisions are made;
- g. write papers which clearly define the problems with change and paths to respond;
- h. identify and describe the exhaustive and ambivalent nature of decisions and analyze the consequences of decisions made from a critical, practical and ethical standpoint;
- i. explain how the ability to adapt to change is influenced by several factors, such as, degree of control, past experiences, personal attitudes, motivation, goals, values, culture, timing and language used to communicate.

7. Recommended Course Content and Approximate Time Spent on Each Topic

Linked to # 6. Student Learning Outcomes.

0-1 week	Ice breaker/get acquainted activity Introduction to the course syllabus including a discussion of course materials, assignments, projects. (a, f, h, i)
1 -2 weeks	Principles of critical thinking (a, b, d, f, g, h)
2-4 weeks	Theories of decision-making (a, b, d, f, g, h)
1-2 weeks	Principles of interpersonal and small group interaction (b, c, d, e)

1-2 weeks	Theories of language use and symbols (b, c, d, e, f)
3-10 weeks	Applied change analysis and case studies (a, b, c, d, e, f, g, h, i)
0-3 weeks	Special topics and contemporary issues (a, b, c, d, e, f, g, h, i)

8. Text and Materials, Reference Materials, Auxiliary Materials and Content

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include, but are not limited to

Text materials, such as:

Essence of Decision: Explaining the Cuban Missile Crisis by Graham Allison and Philip Zelikow
Who moved my Cheese? by Spencer Johnson
The Electric Kool-Aid Acid Test by Tom Wolfe
Lord Jim by Joseph Conrad
Macbeth by Shakespeare
Sophie's Choice by William Styron
April 1865 by Jay Winik
Bringing Down the House by Ben Mezrich
Peacemaking 1919 by Harold George Nicolson
Hawaii's Story by Hawaii's Queen by Liliuokalani

General reference materials and videos will be available in the Reserve Room at the MCC Library.

9. Recommended Course Requirements and Evaluation

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to

10 –50%	Written quizzes, midterm(s) and/or a final exam covering lectures, discussions, media presentations, guest speakers, and reading assignments.
20–35%	Projects and reports
20-35%	Presentations on case studies
0–10%	Punctuality, attendance, and participation

10. Methods of Instruction

Instructional methods will vary considerably with instructors. Specific methods will be at the discretion of the instructor teaching the course and might include, but are not limited to

- a. quizzes and other tests with feedback and discussion;
- b. written work;
- c. lectures and class discussions;
- d. problem solving;
- e. electronic presentations;
- f. videos, DVDs, CD-ROMs with detailed viewing guide and discussion questions;
- g. data analysis, and other activities;
- h. field trips including field notes;

- i. guest speakers and attendance at public lectures;
- j. group activities;
- k. group presentations;
- l. games and simulations;
- m. homework assignments such as
- n. reading, or watching, and writing summaries and reactions to ethical
- o. issues in the media including broadcast television, newspapers, video,
- p. magazines, journals, lectures, web-based material, and other sources;
- q. reading text and reference materials and answering discussion questions;
- r. researching ethical issues and problems;
- s. web-based assignments and activities;
- t. reflective journals;
- u. group and/ or individual research projects with reports or multimedia presentations;
- v. study logs and study groups;
- w. Service-Learning, community service, and/or civic engagement projects; and
- x. other contemporary learning techniques such as problem-based learning, investigative case-based learning, co-op, internships and self-paced programs.

Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for HUM 400

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

Standard 1: Written Communication	HUM 400
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	2
1.2 Identify and analyze the audience and purpose for any intended communication	2
1.3 Choose language, style and organization appropriate to particular purposes and audiences	2
1.4 Gather information and document sources appropriately	2
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	1
1.6 Develop a main idea clearly and concisely with appropriate content	3
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	2
1.8 Demonstrate proficiency in revision and editing	2
1.9 Develop a personal voice in written communication	2
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	0
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	1
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0
2.4 Formulate and test hypotheses using numerical experimentation	1
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	1
2.6 Assess the validity of statistical conclusions	0
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	2
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	1
3.3 Recognize, identify, and define an information need	2
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	2
3.5 Create, manage, organize, and communicate information through electronic media	1
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	2
Standard 4: Oral Communication	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	
4.1 Identify and analyze the audience and purpose of any intended communication.	2
4.0 Gather, evaluate, select, and organize information for the communication.	2
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	2
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience & occasion	1
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	2
4.6 Use competent oral expression to initiate and sustain discussion.	2
Standard 5: Critical Thinking	
Apply critical reasoning skills to effectively address the challenges and solve problems.	
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	3
5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
5.3 Formulate research questions that require descriptive and explanatory analyses.	2
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	3
5.7 Synthesize information from various sources, drawing appropriate conclusions.	3
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	3
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3