47406

Curriculum proposal number 2006.52

Cover Sheet for Curriculum Action Request (CAR) and Course Outline

This is a routing procedure; the official signature section is on the CAR form.

Course alpha and number : IS 104B   Proposal type: <mark>New course</mark>

Author: Debra Nakama and Kahele Dukelow   ext: 614/346   e-mail: debran@hawaii.edu/kaheleon@hawaii.edu

Consulted with: Robyn Klein, Wallette Pellegrino, Karen Tanaka (Title III), Maggie Bruck, Business and Hospitality Department

X	Written proposal reviewed by discipline representative to the Curriculum Committee	Date: 3-12-2007
NA	Consulted with Articulation Coordinator (for General Education Core courses only)	Date
X	Written proposal discussed in unit	Date: 3-16-2007
X	Original CAR signed by Unit Chair	Date: 3-16-2007
X	Original proposal forwarded to Curriculum Committee (course outline may be an e-mail attachment or on disk)	Date 4-2-07
✓	Passed by Curriculum Committee, CAR signed by Chair, Academic Senate Chair notified	Date 3 May 07
✓	Approved by Academic Senate, CAR signed by Chair	Date 4 May 07
✓	Forwarded to and received by Chief Academic Officer	Date 31 May 07
✓	Reviewed and CAR signed by Chief Academic Officer	Date JUL 27 2007
✓	Forwarded to and received by Chancellor	Date JUL 27 2007
✓	Reviewed and CAR <u>and</u> Course Outline signed by Chancellor	Date 8/20/07
	Signed originals returned to Curriculum Chair	Date

Distribution/Information Posting/Follow-up

✓	Copy of signed original Course Outline sent to author for his/her files	Date 20 Sept 07
✓	Course Outline published to Curriculum Committee web page	Date 26 Oct 07
✓	Effective date of proposal posted on Curriculum Committee website	Date 10 Sept 07
	Banner input completed	Date
	Catalog/Addendum input completed	Date
✓	E-mail notice of approval to entire college	Date 26 Oct 07
	Copy of original & disc forwarded to Articulation Coordinator, if necessary	Date
	Databases: Curriculum Review Dates [Excel] and Yearly Curriculum Actions [Access] updated	Date
	Other _____	Date
	Signed original placed in Chief Academic Officer's master curriculum files	Date

Revised Oct 2003/AC

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

1. Author(s): Debra Nakama and Kahele Dukelow

2. Authors' unit(s): Business/Hospitality Department

3. Date submitted to Curriculum Committee_____

4. a. General type of action?   _x_course   __program
   b. Specific type of action

Addition	Modification	
_x_regular	__number/alpha	__prerequisites
__experimental	__title	__corequisites
__other (specify)	__credits	__program
_____	__description	__other (specify)
		_____

5. Reason for this curriculum action: The reason for adding this course is to offer in three 1-credit courses, information, support, opportunities and challenges to students, teaching them to navigate successfully through new periods of transition in their lives.

6. Existing course: N/A

7. Proposed new/modified course

   ___IS 104B_____ Transitions: Personal_____1 credit___

   alpha number   title   credits

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

   Introduces students to college level work, strategic reasoning, communicating, and academic strategies. Helps students to develop an understanding of personal learning strengths, needs, time and resource management, and the use of relevant resources. Develops skills necessary to monitor progress and resolve problems. Introduces the creation of an individual learning portfolio and plan to support the successful transition to college.

9. Prerequisite(s)   None

10. Corequisite(s)   None

11. Recommended preparation : N/A

12. Is this course cross-listed?   ___yes   _x_no   If yes, list course

13. Student contact hours per week

   lecture_1_hours   lab___hours   lecture/lab___hours   other___hours, explain

14. Revise current MCC General Catalog page(s)___119_____

15. Course grading   ___letter grade only   ___credit/no credit   _x_either   _x_audit

16. Proposed semester and year of first offering?   _spring_ semester   _2008_ year

17. Maximum enrollment_24____   Rationale, if applicable. Requires use of computer.

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

19. Special fees required?   _x_ yes   _ no   If yes, explain. May require purchase of a web-based portfolio design program (e.g. Chalk and Wire @ $35).

20. Will this request require special resources (personnel, supplies, etc.?)   _x_ yes   __no
    If yes, explain. If yes, explain. May require purchase of a web-based portfolio design program (e.g. Chalk and Wire @ $35).

21. Is this course restricted to particular room type?   _x_ yes, computer lab   __

22. What method of delivery is appropriate for this course?
    __traditional   __HITS (interactive TV)   __cable   __on-line   _x_ any of these
    __other, explain

23.   _x_ Course fulfills requirement for Po'okela and Ho'okahua Cohort and Summer Bridge grant activities program/degree
    __Course is an elective for _____ program/degree
    _x_ Course is elective for AA degree

24. This course   __increases   __decreases   _x_ 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   _x_ no
    a. If yes, specify campus, course, alpha and number
    b. If no, explain why this course is offered at MCC

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
    _x_ UHCC   _x_ UH Manoa   x_ UH Hilo   _x_ UH WO _x_ Other/PCC
    d. Course articulation information is attached? __yes   __no

. . . .

Proposed by _[signature]_   Approved by
Kahele alukal 3-16-07   _[signature]_ 5/4/07
Author or Program Coordinator/Date   Academic Senate Chair/Date

Requested by
[signature] 3-16-07   _[signature]_ 6/28/07
Division or Unit Chair/Date   Chief Academic Officer/Date

Recommended by

Curriculum Chair/Date — 5 May 07

Chancellor/Date — 8/28/07

Revised Feb 2005/AC

1. Alpha and Number   IS 104B

   Course Title   Transitions: Personal

   Credits   1 credit

   Date of Outline   February 12, 2007

   Course Description   Introduces students to college level work, strategic reasoning, communicating, and academic strategies. Helps develop an understanding of personal learning strengths needs; time and resource management; and the use of relevant resources. Develops skills necessary to monitor progress and resolve problems. Introduces the creation of an individual learning portfolio and plan to support the successful transition to college.

2. Contact Hours/Type   15 hours lecture per 1 credit module
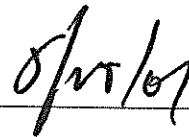
4. Prerequisites

   Corequisites

   Recommended Preparation

Approved by _____ Date _____

5. General Course Objectives   IS 104B Transitions: Self

    This course is intended to help students to transition successfully from high school to college where expectations and challenges are vastly different. Students are helped to develop skills necessary for developing strategies for, resolving problems that occur, and to continue to monitor progress. May require purchase of a portfolio design program. (Approx. $35. Please see instructor.)

6. Student Learning Outcomes
    For assessment purposes, these are linked to #7. Recommended Course Content.

    Upon successful completion of this course students will be able to:

    a.   set challenging, achievable goals and personal plans for learning;
    b.   develop an understanding of responsibilities, academic expectations and strategies for success in college;
    c.   manage time and resources in an efficient manner to achieve goals;
    d.   use a variety of credible and relevant resources;
    e.   check on progress and learning experiences to resolve problems that may be interfering with learning; and
    f.   develop an individual learning portfolio.

7. Recommended Course Content and Approximate Time Spent on Each Topic
    Linked to #6. Student Learning Outcomes.

    Weeks 1-5   Introduction; Course Expectations, Transition to College
                 Goals, Personal Plans and Priorities
                 Strategies for Success (a,b,f)
    Weeks 6-10   Time and Resource Management and Use of Relevant Resources
                 Decision Making and Problem Solving (c,d,e,f)
    Weeks 11-16 Learning Portfolios and Personal Learning Plans (a,b,c,d,e,f)

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

    Appropriate text(s) and materials will be selected at the time the course is offered from those currently available in the field.

    Textbook: <u>Motivation and Learning Strategies for College Success: A Self-management Approach</u>, Second Edition by Myron H. Dembo and Julia Beyler.

    Auxiliary materials will be selected at the time the course is offered. The following may be used:

    Chalk and Wire Portfolio Program (approx. $35)

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

10-40%	Written quizzes, midterm(s) and/or a final exam covering lectures, discussions, media presentations, lab activities, field trips, guest speakers and reading assignments;
5-20%	Reading related articles and/or watching or attending programs about related issues in the media (including newspapers, video, magazines, journals, lectures, web-based material, etc.) and writing summaries and reactions;
5-20%	Participation in class discussions, group and individual reports, and demonstrations;
10-20%	Class and field experiments, skills and activities;
5-40%	Projects, reports and/or service learning;
5-10%	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. lectures and class discussion;
b. demonstrations;
c. quizzes and other tests with feedback and discussion;
d. problem solving;
e. guest speakers and demonstrations;
f. group activities;
g. oral reports and other student presentations;
h. homework assignments such as
   • reading, or watching, and writing summaries and reactions to related issues in the media including newspapers, video, magazines, journals, lectures, programs, and other sources;
   • reading text and reference material and answering discussion questions;
   • research assigned activities;
i. reflective journals;
j. group and/or individual projects with demonstrations;

k. study logs and study groups;
l. other contemporary learning techniques (such as problem-based learning, investigative case-based learning, internships, self-paced programs, etc.);
m. product analysis and discussion;
n. development of a portfolio.

Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for IS 104B

Standard 1: Written Communication	IS 104B
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	1
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	1
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	2
1.8 Demonstrate proficiency in revision and editing	1
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	0
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	0
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	2
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	2
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 and 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.	1
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.	2
5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	1
5.3 Formulate research questions that require descriptive and explanatory analyses.	1
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	0
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	1
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	1
5.7 Synthesize information from various sources, drawing appropriate conclusions.	1
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	1
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	1