

Curriculum proposal number 2006.54

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 104D

Proposal type: **New course**

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

Department

<input checked="" type="checkbox"/>	X	Written proposal reviewed by discipline representative to the Curriculum Committee	Date: 3-12-2007
<input type="checkbox"/>	NA	Consulted with Articulation Coordinator (for General Education Core courses only)	Date
<input checked="" type="checkbox"/>	X	Written proposal discussed in unit	Date: 3-16-2007
<input checked="" type="checkbox"/>	X	Original CAR signed by Unit Chair	Date: 3-16-2007
<input checked="" type="checkbox"/>		Original proposal forwarded to Curriculum Committee (course outline may be an e-mail attachment or on disk)	Date <u>4-2-07</u>
<input checked="" type="checkbox"/>		Passed by Curriculum Committee, CAR signed by Chair, Academic Senate Chair notified	Date <u>3 May 07</u>
<input checked="" type="checkbox"/>		Approved by Academic Senate, CAR signed by Chair	Date <u>4 May 07</u>
<input checked="" type="checkbox"/>		Forwarded to and received by Chief Academic Officer	Date <u>31 May 07</u>
<input checked="" type="checkbox"/>		Reviewed and CAR signed by Chief Academic Officer	Date <u>JUL 27 2007</u>
<input checked="" type="checkbox"/>		Forwarded to and received by Chancellor	Date <u>JUL 27 2007</u>
<input checked="" type="checkbox"/>		Reviewed and CAR <u>and</u> Course Outline signed by Chancellor	Date <u>8/25/07</u>
<input type="checkbox"/>		Signed originals returned to Curriculum Chair	Date

Distribution/Information Posting/Follow-up

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

Curriculum proposal number 2006.54

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? course program
- b. Specific type of action

Addition	Modification	
<input checked="" type="checkbox"/> regular	<input type="checkbox"/> number/alpha	<input type="checkbox"/> prerequisites
<input type="checkbox"/> experimental	<input type="checkbox"/> title	<input type="checkbox"/> corequisites
<input type="checkbox"/> other (specify)	<input type="checkbox"/> credits	<input type="checkbox"/> program
_____	<input type="checkbox"/> description	<input type="checkbox"/> 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 104D Transitions: Lifelong 1 credit
alpha number title credits

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

Teaches students to become lifelong learners who are able to access and assess information, make judgments, and generate original ideas; apply collaborative skills to pursue individual and/or group goals; accept responsibility for their own behaviors and attitudes; and direct themselves as they strive for personal excellence.

9. Prerequisite(s) None

10. Corequisite(s) None

11. Recommended preparation : N/A

12. Is this course cross-listed? yes 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 either 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 no If yes, explain.
19. Special fees required? 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.?) 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? yes, computer lab
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 Po'okela and Ho'okahua Cohort and Summer Bridge grant activities 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
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
d. Course articulation information is attached? yes no

Proposed by *Deann G. Moran*
Kehele Rubelton 3-16-07
Author or Program Coordinator/Date

Approved by *[Signature]* 5/4/07
Academic Senate Chair/Date

Requested by *Deann G. Moran* 3-16-07
Division or Unit Chair/Date

[Signature] 6/28/07
Chief Academic Officer/Date

Recommended by

Aloupsant 3 May 07
Curriculum Chair/Date

M. G. ... 8/2/07
Chancellor/Date

Revised Feb 2005/AC

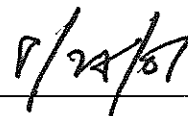
Maui Community College
Course Outline

- | | |
|---------------------|-----------------------|
| 1. Alpha and Number | IS 104D |
| Course Title | Transitions: Lifelong |
| Credits | 1 credit |
| Date of Outline | February 15, 2007 |
-
- | | |
|-----------------------|---|
| 2. Course Description | Teaches students to become lifelong learners who are able to access and assess information, make judgments, and generate original ideas; apply collaborative skills to pursue individual and/or group goals; accept responsibility for their own behaviors and attitudes; and direct themselves as they strive for personal excellence. |
|-----------------------|---|
-
- | | |
|-----------------------|-------------------------------|
| 3. Contact Hours/Type | 15 hours lecture per semester |
|-----------------------|-------------------------------|
-
- | | |
|-------------------------|------|
| 4. Prerequisites | None |
| Corequisites | N/A |
| Recommended Preparation | N/A |

Approved by _____



Date _____



5. **General Course Objectives** This course focuses on lifelong learning and decision-making. Students learn how to access and assess information, make judgments and generate original ideas. With guidance, they bring together prior learning and skills to develop, direct and attain personal goals and outcomes.

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. demonstrate use of prior knowledge to acquire new knowledge or develop new ideas;
- b. demonstrate thorough analysis and evaluation of major points of view in analyzing/solving problems;
- c. apply creative thinking to generate ideas and approaches to solving problems;
- d. apply critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient;
- e. apply collaborative skills to pursue individual and/or group goals;
- f. practice self direction while striving for personal excellence; and
- g. update Learning Portfolio and Personal Learning Plans.

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

Weeks 1-5 Introduction; Course Expectations; Rules; Problem Solving
(a, b, c)

Weeks 6-10 Problem Solving; Critical Thinking; Collaborative Learning
(b, c, d, e)

Weeks 11-16 Self Direction; Excellence; Portfolios and Personal Learning Plans
(e, f, g)

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.

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

Chalk and Wire Portfolio Program (approx. \$35)

Textbook: College Success Strategies, 2nd edition (September 2005), by Sherrie L. Nist and Jodi Patrick Holschuh,

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 104D

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	IS 104D
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