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INTRODUCTION

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

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

The sections that 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 manual. Questions and/or suggestions for improvement are appreciated and may be forwarded to the Chair of the Programs and Curricula Committee, a Division Chair, or a Division Curriculum Committee Chair.

This manual can be found on the HCC Intranet at the following web address: <http://programs.honolulu.hawaii.edu/intranet/comm/120>

The site also includes links to other curriculum documents. Curriculum forms are at: <http://programs/honolulu.hawaii.edu/intranet/node/766>
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 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.

G. To ensure that the College complies with all Accreditation criteria related to maintaining requisite standards in courses and programs, and to communicating accurate information about courses and programs to students.
In particular, the College’s work in this context is responsive to the following statement from Standard IIA: Instructional programs:

*The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve state student learning outcomes.*

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 goal in a credible, professional and ethical manner.
Committee on Programs and Curricula Charter

CHARTER OF THE COMMITTEE ON PROGRAMS AND CURRICULA

Statement of Purpose

The Committee on Programs and Curricula (CPC) is the body designated by the Faculty Senate Executive Committee (FSEC) that deals with curricular issues as recognized by the University of Hawai`i 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, in keeping with the College’s Mission, meets the needs of the student population and the community it serves.

Operating Procedures

- Members of the CPC other than those who serve ex officio are appointed by the FSEC Chair, who works directly and collaboratively with the Chair of the CPC to select members who will adequately represent their divisions or units.
- Two-year terms are staggered in order to ensure continuity from one academic year to the next.
- 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.
- CPC members will participate actively on ad hoc committees, as needed, through the duration of their terms.
- 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 HCC faculty, staff, and administrators at the beginning of each semester.
- Meeting schedules are determined in early May at the first meeting of each new CPC.
- The Chair will designate a recorder who will provide minutes of the meetings. This may be handled on a rotating basis among voting members.
- 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 tobrief new members about ongoing issues and to conduct the election of the new Chair.
- The new CPC Chair assumes responsibility for the new committee at the close of the academic year (mid-May).
- The Chair receives three credits or equivalent assigned time or overload per semester.
• The Chair prepares the meeting agendas, conducts meetings, ensures that the 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 annual reports for and maintains communications with the FSEC.
• 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.

Authorization

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

Scope of Authority

The CPC:

• 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 that they are consistent with the mission of the College;
  
  indicate a demonstrated need for the curriculum;
  
  display academic integrity and quality of design (which includes determination of student learning outcomes and planned assessment strategies);
  
  comply with all applicable State and Federal laws, licensing body requirements, and accreditation standards;
  
  are feasibly sound based on existing curriculum and College resources and have been determined viable by appropriate members of the faculty, staff and administration;
• Determines that current, valid course outlines for all College courses are on file (paper and electronic) based on the College’s cycle of Annual Review and Program Assessment;
• Reviews documentation from Program Reviews and Annual Assessment when relevant to curriculum action proposals submitted to the committee and considers this documentation when making decisions; and
• Oversees the work 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.
Structure of the Committee

- Five (5) voting faculty members: One (1) from the University College, one (1) each from Tech 1 and Tech 2, one (1) from Student Services, and one (1) from Academic Support. Staggered two-year terms. These full-time faculty members may be tenured or non-tenured;
- Five (5) Division Chairs: One (1) from each of the division within University College, one (1) from Tech 1 and one (1) from Tech 2 (ex officio, voting);
- The Chair or designee of the General Education Committee (ex officio, voting);
- One (1) student appointed by the Associated Students of Honolulu Community College (ASUH-HCC) (voting)
- Vice Chancellor for Academic Affairs (ex officio, non-voting);
- Three (3) academic Deans representing University College, Tech 1, and Tech 2 (ex officio, non-voting);
- One (1) representative from the office of Management Information and Research (MIR) (ex officio, non-voting);
- Three (3) representatives from the Division Curriculum Committees: One (1) each from University College, Tech 1, and Tech 2 (ex officio, voting);
- Articulation/Matriculation Officer (ex officio, voting);
- Assessment Specialist (ex officio, voting);
- Distance Learning Coordinator (ex officio, voting); and
- Representative to the University Council on Articulation (UCA) in years when HCC is represented on that committee (ex officio, non-voting).

Meetings

- Meetings are scheduled at least once per month, but may be held more often in order to complete Committee duties.
- At least 50% of the voting members must be present for a quorum.

Documentation/Communication

- Minutes are distributed by campus e-mail and are posted on the HCC Intranet.
- The CPC will work with the staff of the Management Information and Research (MIR) office to ensure that all forms and information needed to initiate curriculum actions are available to faculty on the CPC website.
- The CPC will ensure that this information is reviewed for currency at least annually and more often as needed.
- The CPC will review its Charter annually and revise as needed.

CPC Review 3/29/10
FSEC Ratification 4/23/10
DIVISION CURRICULUM COMMITTEES

Purpose
There are three Division Curriculum Committees (DCCs): 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 or designated representative of each DCC is also a 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;
- Ensures that curriculum proposals are accurate and complete prior to submitting them to the CPC;
- Recommends curriculum and course proposal actions to the CPC; and
- Makes recommendations to the CPC on other divisional matters as they may arise.
- Division Chairs, administrators, and faculty who are involved in the development of curriculum proposals seeking DCC approval are encouraged to attend appropriate DCC meetings as guests to explain proposals and/or respond to questions about them.

DCC Composition
The committees are staffed as follows:

**The University College**: Ten (10) members:

- One elected representative-at-large from each of the following areas:
  - Math (1), Science (1), Language Arts (1), Social Sciences (1), Humanities (1)
  - One (1) representative from Student Services
  - The three Division Chairs of the unit (3: ex officio, non-voting)
  - Dean of the University College (1: ex-officio, non-voting)

**Tech 1**: Eight (8) members:

- Five (5) representatives elected at-large from the faculty in Tech 1 and Pacific Aviation Training Center (PATC)
- One (1) member from Student Services
- Tech 1 Division Chair (1: ex officio, non-voting)
- Dean of Tech 1 (1: ex officio, non-voting)
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 or Administration of Justice
- One (1) member from Student Services
- Tech 2 Division Chair (1: ex officio, non-voting)
- Dean of Tech 2 (1: ex officio; non-voting)

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, or exchange) are automatically nominated for DCC elections, which are conducted by the Committee on Committees each spring (appointments are to be announced prior to the last CPC meeting of the year.)

The Committee on Committees will strive to select members for the Division Curriculum Committees from faculty who are not serving on Division Personnel Committees (DPC) (i.e., to the greatest 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 after review by the appropriate Division Chair. Each DCC Chair (or designated representative) is a member of the CPC, attends all CPC meetings, addresses questions related to curricular actions from his/her respective committees and may serve on CPC committees as appropriate.

ADDITIONAL DCC DUTIES:

TECH 1 AND TECH 2 DIVISION CURRICULUM COMMITTEES

In addition to the above DCC responsibilities, the Tech 1 and Tech 2 DCCs 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 DCC responsibilities, the UC DCC is responsible for the following:
• Periodic review of the Associate of Arts Degree Program to continually ensure that its structure facilitates fluid student transfers to four-year campuses.

• Periodic review of the Academic Subject Certificates (ASC) that allow for concentrations within the Associate of Arts degree program (e.g., Asian Studies, Psychology.)

• 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 (UC DCC). The functions of the General Education Board are:

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; and

C. Provide reports to the UC DCC, the CPC, the Vice Chancellor for Academic Affairs, the FSEC, the Chancellor, and UH-systemwide bodies that document curriculum modifications, new course certifications, course deletions, and appropriate periodic reviews of the General Education curriculum.

The General Education Board is composed of the chairs of each of the subcommittees, with the overall chair elected by others members of the Board.

Links to additional information about the General Education board and its subcommittees can be found at the following web address:

<http://programs.honolulu.hawaii.edu/intranet/node/556>
HONOLULU COMMUNITY COLLEGE CURRICULUM PROCESS

Curriculum proposal forms and instructions for completing them are available online at http://programs.honolulu.hawaii.edu/intranet/node/766. (See also pages 18-25 of this manual.) Deadlines for submitting curriculum proposals to the DCC and CPC will be published at the beginning of each academic year and are also posted, 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 meetings at which decisions will be made.

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. The review of new course and/or program proposals as well as course/program modifications will be included on the agenda of CPC meetings from September through January of each academic year. Course deletions may be considered as late as the February meeting, and other policy and procedure items may continue to be addressed for the remainder of the year.

The CPC Chair will post the 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 the end of August) of the new academic year.

DCC-approved proposals must be submitted to the CPC folder at least eight 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 and program 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,
• State-mandated curriculum,
• Student input,
• Required annual assessment and program review recommendations.

Step-by-Step Process for Curriculum Actions

NOTE: Flow charts of the step-by-step curriculum action process and the Distance Education Review Board process are under revision; current iterations are posted online at the curriculum website noted above.

A) Proposer:

1. Consults with other faculty members in the department or division;
2. Consults with faculty members from other areas who would be impacted by the curriculum change(s) considered (e.g., deleting a course that is listed as a prerequisite for another course, or modifying the SLOs of a course that is required by another program);
3. Consults with the division chair, dean, and the vice chancellor for academic affairs, when appropriate;
   
   Goes to http://programs.honolulu.hawaii.edu/intranet/comm/120/ for information. Forms are posted at http://programs/honolulu.hawaii.edu/intranet/node/766;
4. Completes the appropriate form(s) for the action(s) needed (e.g., in addition to the basic course proposal, the course may require review by the General Education Board);
5. Completes the appropriate DCC coversheet, available online with the other curriculum forms;
6. Proofreads proposals and submits completed forms in hard copy to the Division Chair for review, signature and subsequent routing.
7. Saves the document electronically in the event that changes/corrections are required. The college will also begin archiving curriculum forms electronically as well as in hard copy.

B) Division Chair:

1. Reviews proposal;
2. If necessary, consults with faculty (proposer) to ensure completion of corrections or modifications;
3. If proposal is approved, forwards to the appropriate committee (General Education Board, Division Curriculum Committee);
4. Notifies the DCC Chair that the proposal has been submitted.
C) Academic Dean:

The Academic Dean, who is a member ex officio of the DCC, should review and sign off on the proposal prior to or during the DCC meeting when the proposal is discussed.

D) General Education Board:

As noted above, if the proposal is for a course intended to satisfy one of the General Education Core requirements, it must first be reviewed by the General Education Board. This may require one or more additional applications for certification (e.g., Diversification, Writing Intensive.) Additional information about the General Education Board and its requirements may be found at the following web address:
http://programs.honolulu.hawaii.edu/intranet/node/556

E) Distance Education Review Board:

All distance education proposals that seek to create new courses must be reviewed by the Distance Education Review Board prior to submission to the DCC and CPC. Existing courses being proposed for a distance education modality must be reviewed by the Distance Education Review Board but do not require further DCC and CPC approval. The process of the Distance Education Review Board may be found at the following web address:
http://programs.honolulu.hawaii.edu/intranet/node/550

F. Division Curriculum Committees:

Review of curriculum proposals at the Division level should be thoughtful and comprehensive. Proposals that are approved and forwarded to the CPC should be carefully scrutinized to ensure that they meet the guidelines below and are free of all clerical, spelling, and grammatical errors. The DCCs should not hesitate to send a proposal back to the proposer if there is any question.

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 completed and included;
   b. a course outline is included for new courses or for those the content of which is being modified;
   c. Student Learning Outcomes (SLOs) are identified as needed;
   d. methods of assessment are indicated as needed;
   e. all required signatures are on the forms;
   f. DCC cover-sheet (available online) is attached;
   g. the documents are free of mechanical and typographical errors;
   h. the proposal is consistent with the mission of the college;
   i. the proposal is consistent with the college’s strategic plan;
   j. the proposal addresses a clear need for a program or curriculum;
   k. the proposal displays academic integrity and quality of design, which includes the determination of SLOs and planned assessment strategies;
1. the proposal demonstrates compliance with all applicable state and federal laws, licensing body requirements, and accreditation standards; and
   m. other faculty have been consulted if necessary, and feasibility, including impact on existing curriculum and college resources, has been determined viable by appropriate members of the faculty, staff, and administration.

NOTE: More detailed discussion of criteria for approval of curriculum proposals is available in the Introduction to the Curriculum Forms (pages 19-25.)

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 proposal to the proposer for modification;

5. The DCC Chair
   a. signs the approved proposal;
   b. attaches a copy of the CPC cover-sheet (available online);
   c. places the proposal in the appropriate CPC folder by the required deadline;
   d. includes a copy of the DCC minutes with the proposal(s).

G. Committee on Programs and 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 completed and included:
   b. a course outline is included for new courses or for those the content of which is being modified;
   c. Student Learning Outcomes (SLOs) are identified as needed;
   d. methods of assessment are indicated as needed;
   e. all required signatures are on the forms;
   f. CPC cover-sheet (available online) is attached;
   g. the documents are free of mechanical and typographical errors;
   h. the proposal is consistent with the mission of the college;
   i. the proposal is consistent with the college’s strategic plan;
   j. the proposal addresses a clear need for a program or curriculum;
   k. the proposal displays academic integrity and quality of design, which includes the determination of SLOs and planned assessment strategies;
   l. the proposal demonstrates compliance with all applicable state and federal laws, licensing body requirements, and accreditation standards; and
   m. other faculty have been consulted if necessary, and feasibility, including impact on existing curriculum and college resources, has been determined viable by appropriate members of the faculty, staff, and administration.

NOTE: More detailed discussion of criteria for approval of curriculum proposals is available in the Introduction to the Curriculum Forms (pages 19-25)
3. The Chair or other committee members may suggest that modifications be completed by the proposer prior to the CPC meeting;

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

5. The CPC Chair
   a. signs each approved curriculum action form;
   b. submits the forms to the Vice Chancellor for Academic Affairs (VCAA) for review; and
   c. checks the Approved Curriculum Actions Grid, prepared by the VCAA’s office, for congruence with CPC action.

NOTE: Because of the complexity of the interface between the college’s curriculum forms and procedures on the one hand and the Banner system on the other, changes to the curriculum forms, even after approval by the CPC, may be required. If this occurs, the CPC Chair has the authority to make those changes and will subsequently report them to the CPC.

H. The Vice Chancellor for Academic Affairs:

1. Consults with the appropriate academic Dean, as needed;

2. Recommends approval or disapproval (if disapproval, must report reasons to the CPC); and

3. Forwards the proposal to the Chancellor.

I. The Chancellor:

1. Approves the proposal and forwards it to the appropriate Dean for administrative processing and, when necessary, forwards it to the Vice President for Community Colleges (VPCC) and/or the President of the Board of Regents; or

2. Disapproves the proposal and provides a detailed report to the CPC.
Curriculum Action Proposal Forms and Related Information

The web address below includes links to the following:
http://programs.honolulu.hawaii.edu/intranet/node/766

Curriculum Forms

- Add a new course
- Deactivate or Activate a Course
- Delete a Course
- Modify a course: Comprehensive Form (Multiple Actions)
- Modify a Course Short Forms (Single Action)
  - Modify a Course Short Form - Course Alpha/Number/Title only
  - Modify a Course Short Form - Course Description only
  - Modify a Course Short Form – Course Requirement only
    (Prereq/Coreq/Rec Prep/Special Approval/Major Restriction)
  - Modify a Course Short Form – SLOs only
  - Modify Multiple Courses, Programs & Degrees
    (Course Prereq/Coreq/Rec Prep/Special Approval/ Major Restr’n)
- Modify a Program
- Add a new Program

Additional Documents

- Introduction to the Curriculum Forms
- Curriculum Reference Manual

Cover Sheets

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

Deadlines

See Curriculum/Catalogue Deadlines (*for current academic year*)

Flow Charts

- Distance Education Review Board
- Curriculum Proposal

Articulation Applications (link to Articulation Board page)

Student Learning Outcomes

- Help in Writing Student Learning Outcomes
INTRODUCTION TO THE CURRICULUM FORMS

These instructions provide an overview of how to use the forms. For more complete information refer to the Step-by-Step Process described on pages 14-17.

The online Curriculum Proposal Forms listed on page 18 are created in Microsoft Word and allow you to save and modify the contents. Those responsible for preparing the forms should take care to create as clean a document as possible, as this becomes the document of record for a given curriculum action, whether in hard copy or digital file.

The curriculum forms allow proposers to create, make various modifications to, or delete one or more courses; program changes may also be made. The creation of a new program follows much the same process initially, but also requires extramural review and approval.

Proposers are encouraged to work closely with their colleagues and Division Chair when proposing curricular actions. If a proposal is likely to have an impact on other faculty, courses and/or programs, the proposer must consult with, not simply inform, others of the proposed curriculum action.

The DCC / CPC calendar is structured so that curriculum actions must be reviewed during the Fall semester of the academic year or not later than the January meeting. (One exception: simple deletions of courses may be reviewed and approved in February.) These actions will then be effective in the following Fall semester. This allows for any changes to be reflected in the most current college catalogue. Proposers and Division Chairs are therefore urged to begin the process of curriculum review and change early in the academic year.

The proposer is responsible for selecting the appropriate curriculum form and preparing it in an error-free manner. He or she should be aware that in some cases, the proposed action may also require review and approval by the Distance Education Review Board and/or the General Education Board. These actions will require separate application materials, and additional time for review, as they must be completed prior to submission to the DCC.

All proposals must have a cover sheet when submitted to the appropriate DCC. This form allows for individual DCC members to comment on the proposal and indicate their recommendation, which expedites discussion and formal action. (The DCC chair will attach a CPC cover sheet for the same purpose when forwarding approved proposals to the CPC.)

I. EXPLANATION OF TERMS

The following are terms that are found in the various curriculum forms. The order in which they are listed here generally follows the sequence in the New Course proposal form, the most comprehensive of the forms currently in use. Since various key pieces of
information (e.g., course alpha/number, description and so on) must be identified in multiple places on the forms and the course outline, it is essential to be consistent in all references to this information.

**Course Alpha and Number** – Abbreviated designation of a discipline or subject area (usually 3-4 letters) and number, such as ENG 100, DISL 20, and so on. If a course is to be articulated between campuses, it should have the same alpha/number. If the course is a new one, proposer should check that the number selected is not already in use. (See also Course Type below; in addition to the numbers that denote experimental courses, the alpha IS (Interdisciplinary Studies) is also sometimes used for that purpose.) Be aware of the significance of the number: numbers below 100 are non-transfer level, and whether a course is positioned at the 100- or 200-level for transfer should be well-justified.

**Effective Term** – With few exceptions, courses will become effective in the Fall semester following the Fall in which they were proposed and approved.

**Proposal Summary** – This recent addition to our curriculum forms should include a brief statement of what is being proposed and why. This helps DCC and CPC members evaluate a proposal more effectively.

**Course Type** – a course may be proposed as a **regular** course, i.e., a permanent addition to the curriculum, or as **experimental**. If experimental, the course is viable for a two-year/four semester period, after which it is formally terminated/deleted or is converted to a regular course.

Experimental courses, numbered as x97 or x98 (e.g., ENG 197), do not require formal DCC/CPC approval but are expected to go through the curriculum process for review. Since the options are limited, experimental course designations can be reused, but if there is any possibility of confusion it is advisable to use a letter suffix (e.g., ENG 197c.)

**Title / Banner Title (30 Characters)** – the course title should accurately reflect course content and may, like the alpha, number and description, need to be comparable to if not identical with courses with which it is articulated. If the full course title is longer than 30 characters, a shorter version of it will need to be created for Banner.

**Gen Ed or Impact on Gen Ed** – This section pertains to a course that is intended to fulfill a General Education requirement for Career & Technical Education programs and/or the Liberal Arts. It will need to have been reviewed by the General Education Board, and (if for Liberal Arts) will also require articulation between campuses.

The following items comprise the **Course Data** section:

**Class Length** – the class length is usually 16 weeks or a full term. Modular series classes may vary in length.
Credits – the number of credits assigned to the class. Variable credit classes usually range from 1 to 4, and the Alpha and Course Number are following by a “V.”

Repeat and Credit Limit – the maximum number of credits that may be earned by successfully completing this class. The Repeat Limit indicates the number of times a class may be taken after the first successful completion. For example, a Repeat Limit of 1 for a 3-credit course means the course may be taken 2 times for a total of 6 credits.

Schedule Type – refers to the general format of the course, e.g., Lecture, Lab, Lecture/Lab combination, Cooperative Education, and so on.

Weekly Student Contact Hours – total number of student contact hours per week. This may include only lecture or lab hours, or a combination of the two. Details may be offered for special cases. NOTE: From this, faculty may determine their own workload: Weekly Faculty Lecture Hours are usually 1 hour per credit; Weekly Faculty Lab Hours are 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.

Grading Option – Most courses are graded on a letter grade scale; the credit/no credit (CR/N) option may also be appropriate in some cases but should be justified.

Enrollment Maximum – the standard capacity is 30 for general lecture classes. This capacity differs for labs, shops, seminars and practicums.

Special Approval – for some courses, approval from an instructor, advisor, dean or some other authority may be required.

Major Approval – indicates that the course is open only to students formally identified as majors in a given program.

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, assuming successful completion. For prerequisites that are not courses (e.g., Flight Medical Clearance), check with program counselors before proposing changes.

Prerequisites should be justified by and appropriate for the work of the course (e.g., if some Math is required, proposer should consult with MATH faculty in selecting the specific MATH course.)

If a specific grade must be earned in the prerequisite, specify what the grade is; e.g., “C” or higher in ENG 100.

If a course has “either/or” pre-requisites, those courses should have comparable SLOs. (e.g., ENG or ESL.)
NOTE: Since Banner currently cannot enforce program prerequisites, make sure that needed preparation of students in a program sequence is dealt with as a course prerequisite in the entry-level courses.

**Prerequisite or Corequisite** – some courses may be taken either prior to or concurrent with another course. These should be designated as Prerequisite or Corequisite.

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

**Bracket Course with** – indicates two or more courses that must be taken concurrently.

**Recommended Preparation** – a course or other background recommended for better success in a course. (For information only; does not affect ability to register for a course.)

**Cross-listed Courses** – two courses with the same content and which meet the requirements of two different disciplines or programs. The course number is usually the same, but the course alphas are different; e.g., ASAN 241 and HIST 241, Civilizations of Asia. If cross-listed courses meet a General Education requirement (e.g., Diversification) that designation must be the same for both courses.

**Comment for online SOC** – pertains to information that students need to have in order to register for a course. For example, may need to have or have access to a digital camera in order to take ART 107D; or a student may need to have access to a computer and the internet for a course offered online.

The following items provide additional required information:

**Catalog Description** – A short description of the course for publication in the college catalogue. See current catalog for layout, style and examples. If a course is to be articulated between campuses, its description should be comparable to those at other campuses.

**Impact on Cohorts** – This section requires the proposer to thoroughly consider the consequences of the proposal if approved. Sometimes a seemingly simple change such as the deletion of a single course will require changes throughout the curriculum such as changes in prerequisites for multiple courses.

**Additional Resources Required** – especially relevant when proposing new courses. Are there faculty who can teach a new course? If special equipment is required, how will it be acquired? This may also tie in to Program Review.

**A SPECIAL NOTE:**

**Deactivate/Activate** – The College’s curriculum process allows for courses to be (temporarily) deactivated rather than (permanently) deleted using the form designed for
that purpose. Deactivating a course means that it will remain in the database, but will not be listed in the College catalogue. This option may be chosen if a course has not been offered recently but there is still the likelihood that it would be offered again. If a deactivated course is to be scheduled again, it must be formally (re)activated with the same form. The list of deactivated courses, to be posted on the CPC site, should be monitored regularly for courses that should be deleted altogether. Deactivation should also be considered for the impact it might have on other courses and/or programs.

II. COURSE OUTLINE INSTRUCTIONS

The following items pertain to the Course Outline, a required section of the New Course Proposal. The initial section of that Outline (unnumbered items) should include and be consistent with the same basic information as is found in the proposal itself (e.g., Course alpha, number, title, and so on.)

NOTE: This course outline will become the basis for, but is not the same as, a course syllabus, which should contain more specific information about content and activities on week-by-week basis, as well as information students need to have (e.g., how grades are determined, accommodation for students with special needs, statement on plagiarism, and so on.)

Be clear on whether a proposed action is more appropriately creating a new course vs. modifying an existing course. If the updated course curriculum is significantly different from an existing course, it is sometimes better to delete the old course and create a new one. This may also apply to courses that have been deactivated and then re-activated if a significant period of time has elapsed.

1. Catalog Course Description – should match description in first part of form.

2. Student Learning Outcomes – identify the primary learning outcomes or objectives of the course, using the standard language: “Upon successful completion of this course, a student will be able to:” It is helpful to number the SLOs, as they may need to be aligned with General Education Hallmarks and/or other Learning Outcomes (see Item 4.) It should be noted that multiple sections of a specific course should have a common core of SLOs, which instructors teaching individual sections can supplement with additional SLOs. SLOs should be written in such a way that they can be readily assessed; for assistance in writing SLOs, see the link provided on the Curriculum Forms intranet page.

3. SLO Assessment – how will you determine whether students have met the expected learning outcomes? This may involve a variety of both quantitative and qualitative instruments depending on what is most appropriate for assessing student learning. The results of assessment should feed back into subsequent refinement of the course, as needed.

NOTE: If SLOs are being modified for a significantly updated iteration of a course, be sure that all references to the course (e.g., syllabus, catalogue, web site) are updated to reflect the new SLOs.
4. **Program Learning Outcomes** – how do the specific learning outcomes for this course align with the more general learning outcomes of the program as a whole?

5. **Method(s) of Instruction** – how will course contented be delivered? This relates in part to Schedule Type in the Course Data section (e.g., Lecture, Lab and so on) but should be more detailed and specific. For example, if in the classroom, will there be small group work? Guest lecturers? If taught online, how will interaction with students occur?

6. **Method(s) of Evaluation** – this is related to Item 3 above but focuses more on specific instruments used to determine grades for a course; e.g., objective quizzes, mid-term and final exams, a final paper, correct performance of a specific task or sequence of tasks. This item could be expected to help an instructor develop a grading system that gives proportional weight to each method of evaluation.

7. **Course Content** – this should provide an overview of key topics covered in the course. It can expand on the Course Description (see Item 1) but expand on it in outline, list, or narrative form. If possible, provide information on the approximate amount of time devoted to each topic.

8. **Possible Texts** – what basic reference materials will the instructor use and the students be responsible for reading? Identify at least one or two possible texts pertinent to the course material.

9. **Reference and/or Auxiliary Materials (if any)** – what supplemental materials will be used? These might include readings placed on library reserve, films, computer software, field trips, and so on.

10. **Resource Requirements (if applicable)** – this relates to the resource item in the first part of the proposal. For example, does the effective teaching of the course require a dedicated space? Special equipment for instructor or student use in the classroom? Will faculty members require professional development support in order to teach the course?

11. **Relationship to other courses in the program (if applicable)** – what does this course do that existing curriculum does not? Does this course become a new prerequisite or corequisite for another course? How does it relate to the overall discipline of which it is a part?

12. **General Education or other requirement(s) satisfied** – this is linked to the Gen Ed section in the earlier part of the proposal, but could include other requirements such as preparing a student for professional certification.

13. **Articulation (if applicable)** – this pertain specifically to courses, most often those in the Liberal Arts disciplines, for which credit can be transferred within the UH system among both two-year and four-year institutions. As noted earlier, determining equivalency for purposes of articulation is made easier by using agreed-upon alphas, numbers, titles, and descriptions. Currently, the VCAA works with system counterparts.
to finalize articulation agreements, and the Articulation/Matriculation Specialist is also an important resource in working through this process.

14. Additional Information of Importance – are there other essential or critical features of this course that have not been previously addressed?
A FEW LAST WORDS...

...IF YOU ARE A PROPOSER:

Keep in mind that the proposal you are creating is one piece of the larger picture that is at the heart of Honolulu Community College—its courses and programs. Consider carefully how your proposal fits into that picture, and how it connects to the larger whole. Work on our curriculum and programs is some of the most important work we do, so please take time to do it well.

Start early and be careful—the multi-level process of review of your proposal depends on accurate preparation and timely submission. The CPC does not like to deny action on an otherwise good proposal because it was not received in time, or to return a proposal to its writer because of technical problems. As we so often tell our students, proofread and double-check your work before you turn it in. Be sure that you save an electronic copy of your proposal so that if any changes need to be made, that can be done easily.

Be prepared to attend the DCC and/or CPC meetings at which your proposal will be discussed, so that you can answer any questions the committee(s) might have.

...IF YOU ARE A DIVISION CHAIR:

Since you are likely to be the first person to review a proposal once it has been prepared, you also need to take time to complete that review carefully and thoroughly. Do not feel pressured to simply sign off and send it on. If necessary, send it back to the proposer if, for example, the wrong form has been used, there are mechanical or typographical errors, or if there is lack of evidence of consultation.

When you are satisfied that the proposal is clean and complete, sign the proposal and determine who needs to see it next. In some cases a proposal needs additional levels of review before it goes to the Division Curriculum Committee. For example, is the course intended to satisfy a General Education requirement? Is it to be offered through distance education? Both of those options require review and approval before the DCC. (Note that the signature lines on the curriculum forms are generally in the order in which they must be added.) Note also that the academic dean for your division should review the proposal prior to or as a part of the DCC review process.

...IF YOU ARE A MEMBER OF THE DIVISION CURRICULUM COMMITTEE:

By the time you see a proposal, it should be well-prepared, error-free, and have all the required signatures. That does not mean you do not have a job to do. Since you may come from a different discipline or program, you bring a fresh perspective to the process. You may also have insight into consequences or implications of the proposal that require additional consultation. Your participation also ensures that the curriculum process is as
transparent, broad-based and inclusive as possible. Consider too that service on the DCC provides an excellent way to learn about the curriculum process, so that you will be better prepared should you choose to develop a proposal on your own.

Be sure that you take the time necessary to review and comment on each proposal once it is placed in the DCC folder. Comments on the DCC cover sheet are very helpful in guiding committee discussion and determining the best course of action.

If your DCC decides to send a proposal back for further work, corrections or clarification, you should offer the proposer specific information and suggestions on how it needs to be reworked before resubmission.

…IF YOU ARE A MEMBER OF THE COMMITTEE ON PROGRAMS AND CURRICULA:

You bring to the curriculum process a particular perspective of the program, division or unit you represent, but you should also have a sense of that “big picture” referred to earlier and understand how the individual elements need to be connected and coordinated.

Be sure that you take the time necessary to review and comment on each proposal once it is placed in the CPC folder. Comments on the CPC cover sheet are very helpful in guiding committee discussion and determining the best course of action.

If the CPC decides to send a proposal back for further work, corrections or clarification, you should offer the proposer specific information and suggestions on how it needs to be reworked before resubmission.

In addition to providing another important level of review for proposals related to courses and programs, you are also responsible for monitoring the policies and procedures that govern the curriculum process as a whole. Most of the time, your focus will be on the college per se, but you will also need to keep in mind the curricular connections between the college and the system as a whole.