Please read the attached curriculum proposal. Then make your preliminary recommendation. If you have reservations or are against the proposal, please add your comments for the committee to discuss. After discussion, we will vote on the recommendations to forward to the Committee on Programs and Curricula (CPC).

**PRELIMINARY (non-binding) RECOMMENDATION**

<table>
<thead>
<tr>
<th>NAME</th>
<th>FOR</th>
<th>FOR W/ RES</th>
<th>AGNST</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bates, Robert</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeLay, John</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keaulana, Kimo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matsumoto, Mieko</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubio, Brent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yonezawa, Shioko</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maslowski, Jean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Div Chairs:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ferguson, Michael</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higa-King, Jennifer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luke, Alapaki</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stearns, Jeff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roberts-Deutsch, Marcia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CURRICULUM ACTION PROPOSAL

Deactivate or Activate a Course

| Course Alpha & No.: Math 100Q | Proposer: S. Foster | Effective Term: Fall 2016 |

**THIS PROPOSAL:**

- [x] Deactivates a Course – temporarily removes course from the HCC Catalog, while retaining record in Banner for future use. (To permanently remove a course, use the DELETE A COURSE form.)
- [ ] Activates a Course that was previously Deactivated.

**PROPOSAL SUMMARY (Include reasons for Deactivating or Activating the course):**

Since the Math department is introducing a "non-Stem" pathway, this specialized course sequence is no longer needed. The Math 75 to Math 100 will complete the Quantway path in the same amount of time and will allow more options for students.

---

**SIGNATURES**

Proposal: [Signature]

Initiator / Date: Jan. 25, 2016

Division Chair / Date: 1/28/16

General Education Board (if applicable) / Date:

Program Dean / Date:

Approval:

Division Curriculum Committee Chair / Date:

Committee on Programs & Curricula Chair / Date:

Vice Chancellor of Academic Affairs / Date:

Chancellor / Date:
**INSTRUCTIONS:** Complete all applicable fields. Continue overflow text under “Additional Information”. Attach copies of all Catalog pages that are affected with changes marked.

<table>
<thead>
<tr>
<th>Course Alpha &amp; No.:</th>
<th>Math 100Q</th>
<th>Effective Term:</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>My Quantway II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **YES** ☑ NO   Is this course certified to meet Career & Technical Education (AS/ AAS/ ATS) GEN ED Requirements?  
  If “YES”, select GEN ED below:
  - [ ] I. Communications (ASCM)
  - [ ] II. Quantitative or Logical Reasoning (ASQL)
  - [ ] III. Humanities and Fine Arts (ASGD)
  - [ ] IV. Natural Sciences (ASGA)
  - [ ] V. Social Sciences (ASGC)

- **YES** ☐ NO   Is this course certified to meet Liberal Arts (AA) GEN ED Requirements &/or UHM GEN ED Core Articulation?  
  If “YES”, select GEN ED below:

```markdown
<table>
<thead>
<tr>
<th>LBART FOUNDATION</th>
<th>LBART DIVERSIFICATION</th>
<th>LBART OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA UHM</td>
<td>Written Communication (FW)</td>
<td>Arts Click To Select (DA)</td>
</tr>
<tr>
<td>☑ Symbolic Reasoning (FS)</td>
<td></td>
<td>Humanities (DH)</td>
</tr>
<tr>
<td>☐ Global/Multicultural Perspectives (FG)</td>
<td></td>
<td>Literature and Language (DL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biological Sciences (DB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biological Sciences Lab (DY)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Sciences (DP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Sciences Lab (DY)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Sciences (DS)</td>
</tr>
</tbody>
</table>
```

- **YES** ☑ NO   Are any PROGRAMS impacted by this proposal?  
  (i.e. Program Credits, Prerequisites, Requirements, Electives, etc.)  
  If “Yes” attach Program Modification Form(s) and briefly explain below.

- **YES** ☑ NO   Are any COURSES impacted by this proposal?  
  (i.e. Course Prerequisites, Co-requisites, Recommended Prep, Cross-Lists, etc.)  
  If “Yes” attach Course Modification Form(s) and briefly explain below.

- **YES** ☑ NO   Were the affected Programs/Departments consulted and notified of the proposed changes?

Describe impact on Programs and/or Courses. (Attach appropriate Program Modification and Course Modification Forms.)

The Math 100Q has the symbolic foundation, but students can still take Math 100/103/115. The math dept has been consulted.

- **YES** ☑ NO   Does this proposal change resources required? (i.e. staff, equipment, facilities, etc.) If yes, provide details below.

**MISC.**

Additional Information:
Course Requirements for the AA Degree:

Liberal Arts students are strongly encouraged to complete the Foundation Requirements of ENG 100 and Symbolic Reasoning early in their academic program. It is also important for students to stay "on track" with course selections appropriate for the major they plan to enter following their AA degree at Honolulu CC. Students may check with a Liberal Arts Counselor, when necessary, to be sure they are taking courses for the intended transfer program.

Jean Maslowski 845-9278 maslowski@hawaii.edu
Maggie Templeton 845-9137 mtemplet@hawaii.edu

Note: Enrollment in most transfer level courses requires either completion of ENG 19 and/or ENG 21, OR ESL 13 & 14, OR Placement in ENG 22/60 or ESL 23.

Note: Electives are any courses numbered 100 or higher and make up the balance of credits needed to fulfill the 60 credit total required for the Associate in Arts degree. Students will save time and effort by selecting Electives that satisfy program prerequisites for the intended Bachelor's degree. Students may see a Counselor for assistance in selecting Elective credits appropriate for their major.

Note: Not all classes are offered every semester or every year. Students should check Class Availability online and/or speak with a Counselor when selecting courses.

1. FOUNDATIONS REQUIREMENT FOR THE AA DEGREE: 12 CREDITS

Foundation courses include courses in Written Communication, Symbolic Reasoning, and Global-Multicultural Perspectives. Because these courses are intended to give students skills and perspectives that are fundamental to undertaking higher education, students are encouraged to take their Written Communication, Symbolic Reasoning, and Global-Multicultural Perspectives courses in their first year. Foundation courses approved to date are listed below.

Note: Courses taken to fulfill the Foundations Requirement may not be used to fulfill requirements in other categories (i.e., Diversification or Focus Requirements).

- **Written Communication (FW) Requirement: 3 Credits.**
Curses designated FW introduce students to the rhetorical, conceptual, and stylistic demands of writing at the college level. The course provides instruction in composing processes, search strategies, and composing from sources. It also provides students with experience in the library and on the Internet as well as enhancing skills in accessing and using various types of primary and secondary materials.

ENG 100 or ENG 100 (with 100S)

- **Symbolic Reasoning (FS) Requirement: 3 Credits.**
Courses designated as FS expose students to the beauty and power of formal systems, as well as to the clarity and precision of these systems. FS courses focus not solely on computational skills; students also learn the concept of proof as a chain of inferences; apply formal rules or algorithms; and engage in hypothetical reasoning. An FS course aims to develop the ability of students to use appropriate symbolic techniques in the context of problem solving and in the presentation and critical evaluation of evidence.

Students placing into MATH 100 or higher are required to complete one of the following approved courses in the Symbolic Reasoning category:

MATH 100,101, 103, 115, 135, 140, 203, 205
PHIL 110

- **Global & Multicultural Perspectives (FG) Requirement: 2 Courses, 6 Credits, from two groups.**
Courses designated FG provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students gain a sense of human development from prehistory to modern times through consideration of narratives and artifacts from diverse cultures. At least one component of each of the two courses covers the indigenous cultures of Hawai`i, the Pacific, and Asia.

  - Group FGA: ANTH 151; HIST 151
  - Group FGB: AMST 150; HIST 152
  - Group FGC: MUS 107; REL 150
continue to attend MATH 9 and show progress towards the completion of MATH 9 in order to receive credit for MATH 8. Students may receive credit twice for a maximum of 10 credits. Graded on a CR/N basis. (8 hrs lect./lab. per week)

MATH 9 Fundamentals of Mathematics (5)
[Formerly MATH 98M]
The purpose of this course is to prepare students with the necessary foundation in mathematical skills to enter Career Technical and Liberal Arts programs. It also provides the students who are already in these programs an opportunity to strengthen their backgrounds. Graded on a CR/N basis. (8 hrs lect./lab. per week)

MATH 24 Elementary Algebra I (3)
Prerequisite: MATH 9, OR "C" or higher in MATH 50/53, OR Placement in MATH 24
MATH 24 represents the first course in a two-course sequence covering elementary algebra topics. Topics include operations with real numbers, linear equations and inequalities, graphing, linear systems, and applications. (3 hrs. lect. per week)

MATH 25 Elementary Algebra II (3)
Prerequisite: "C" or higher in MATH 24 OR Placement in MATH 25
MATH 25 represents the second course in a two-course sequence covering elementary algebra topics. Topics include properties of exponents, operations on polynomials, factoring, rational expressions and equations, roots and radicals, quadratic equations, and applications. (3 hrs. lect. per week)

MATH 37 MyQuantway I (4)
Prerequisite: Placement In MATH 24
Academic Advisor approval required.
This is the first course in a two semester sequence. MyQuantway provides an alternate and accelerated pathway that will motivate and engage students with an innovative quantitative reasoning focus in which students use mathematics and numerical reasoning to make sense of the world around them. In this non-STEM (science, technology, engineering, mathematics) pathway, students who place into elementary algebra will go through a college-level quantitative reasoning course in one year. (5 hrs. lect. per week)

MATH 50 Technical Mathematics I (3)
Prerequisite: MATH 9, OR Placement in MATH 50
Basic algebra and basic geometry as applied to shop problems. Intended for students interested in Vocational-Technical programs. (3 hrs. lect. per week)

MATH 53 Technical-Occupational Mathematics (4)
Prerequisite: MATH 9, OR Placement in MATH 50
Basic algebra, geometry, and trigonometry as applied to shop problems. Intended for students in Technical-Occupational programs. May be taken on a CR/N basis. (4 hrs. lect. per week)

MATH 55 Technical Mathematics II (3)
Prerequisite: "C" or higher in MATH 50 or in 53 OR Placement in MATH 55
Basic numerical trigonometry and further applications of algebra and geometry to shop problems. Intended for students interested in Vocational-Technical programs. (3 hrs. lect. per week)

MATH 100 Survey of Mathematics (3)
FS
Prerequisite: "C" or higher in MATH 25 OR Placement in MATH 100
Recommended Prep: Placement in ENG 22/60 or ESL 23
A general survey of mathematics, with emphasis on its historical development and the role it plays in modern society. (3 hrs. lect. per week)

MATH 100Q MyQuantway II (4)
Prerequisite: "C" or higher in MATH 37
Academic Advisor approval required.
This is the second course in a two semester sequence. MATH 100Q provides an alternate and accelerated pathway that will motivate and engage students with an innovative quantitative reasoning focus in which students use mathematics and numerical reasoning to make sense of the world around them. In this non-STEM (science, technology, engineering, mathematics) pathway, students who place into elementary algebra will go through a college-level quantitative reasoning course in one year. (5 hrs. lect. per week)

MATH 103 College Algebra (3)
Prerequisite: "C" or higher in MATH 25 OR Placement in MATH 103
An extension of the elementary algebra sequence designed to prepare students for precalculus. Topics include simplification of algebraic and radical expressions, factoring, solution of linear, quadratic, absolute value and literal equations and inequalities, complex numbers, solution of linear and quadratic systems, logarithms and an introduction to functions and their graphs. (3 hrs. lect. per week)

MATH 111 Math for Elementary Teachers I (3)
Prerequisite: "C" or higher in MATH 25 OR Placement in MATH 100 or higher
Recommended Prep: Placement in ENG 100 or higher
Comment: Recommended for prospective elementary education majors.
Elementary Education majors only. MATH 111 is the first of a two-course sequence designed to give prospective elementary education majors the depth of understanding necessary to teach mathematics in the elementary classroom. Topics include numbers (natural, rational and real) and operations; sets, patterns, functions and algebra. The emphasis is on communication, connections to other parts of mathematics, problem solving, representations, reasoning and proof. (3 hrs. lect. per week)

MATH 115 Introduction to Statistics and Probability (3)
Prerequisite: "C" or higher in MATH 25 OR Placement in MATH 115
Recommended Prep: Placement in ENG 22/60 or ESL 23
Math Sequence Chart

This chart illustrates the sequence of Math courses offered at Honolulu CC. Enter Math at the level determined by Placement Test, courses taken at Honolulu CC, or courses transferred.

Honolulu CC Placement Policy: Students who place below MATH 24 based on ACT Compass placement test scores, are required to enroll in the MATH Essentials class in their first semester at Honolulu CC.

Notes on Courses:
"CR" grade is required in MATH 9 to progress.
"C" grade or higher is required in other MATH to progress.