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INTRODUCTION

The purpose of this Curriculum Reference Manual is to provide information relevant to the approval of credit curriculum at Honolulu Community College (HonoluluCC). 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 manual is a reference tool that explains the criteria and procedures used to create, modify, and evaluate programs and curricula at the college.

Please take the time to familiarize yourself with the contents of this manual. This manual can be found on the HonoluluCC Intranet among the CPC documents.

The sections that explain how to use the Kuali Student Curriculum Management system (KSCM) and the step-by-step process for curriculum approval, contain information of particular interest to proposers, committee members, and administrative staff.

Questions and/or suggestions for improvement may be forwarded to the Chair of the Programs and Curricula Committee, a Division Chair, or a Division Curriculum Committee Chair.
Curriculum Mission Statement

The Honolulu Community College curriculum process encompasses 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 academic excellence 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, including place-based learning, 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:

“All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.” (II.A.1)

“The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.” (II.A.16)

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) to address curricular issues as recognized by the University of Hawai`i Board of Regents Policy:

_The faculty has primary responsibility for such fundamental academic 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

- The CPC Committee determines deadlines for submission of curriculum proposals. The Chair will ensure that these dates are published and available to HonoluluCC faculty, staff, and administrators at the beginning of each semester.
- The CPC 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.
- The CPC Chair prepares meeting agendas, reviews forms and information to ensure accuracy, conducts meetings, ensures that minutes are kept and distributed, monitors the curriculum process, ensures that actions and approved corrections are appropriately recorded and routed, and prepares annual reports for VCAA.
- The CPC Chair will convene ad hoc committees as needed, and maintain communication with other curriculum bodies and the FSEC.
- CPC members are responsible for reading and evaluating program and curriculum proposals prior to attending the meeting.
- CPC 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.
- It is the responsibility of the outgoing CPC Chair to convene the new CPC before the end of the concluding academic year (May meeting) in order to brief new CPC 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 (May).

The CPC Chair receives three credits or equivalent assigned time or overload per semester.

Authorization

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

Scope of Authority

The CPC:

- Acts as a clearinghouse for the sharing of ideas relevant to program and curriculum development and other curricular issues;
- Reviews and evaluates proposed curriculum actions, including modifications and deletions to existing curriculum, new courses and programs; prerequisites, co-requisites, limitations on enrollments, course content and other advisories. (Refer to important guidelines in the KSCM section of this manual.)
- Evaluates proposed curriculum actions in order to ensure that they are consistent with the educational philosophy and 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;
- Reviews documentation from program reviews and 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 Advisory Committee (DEAC), a subcommittee of the CPC, and ensures that established procedures of DEAC are followed.

Structure of the Committee

Membership includes:

- One (1) CPC Chair selected by a vote of the incoming committee held at the close of each academic year.
- Five (5) elected 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;
● Six (6) 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);
● One (1) University College General Education Board representative and one (1) CTE General Education Board representative (ex officio, voting);
● One (1) student appointed by student government (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);
● Three (3) representatives from the Division Curriculum Committees: One (1) each from University College, Tech 1, and Tech 2 (ex officio, voting);
● Counseling Coordinator (ex officio, voting);
● Institution Assessment Specialist (ex officio, voting);
● Distance Learning Coordinator (ex officio, voting);
● Registrar (ex officio, non-voting); and
● Catalog Support Specialist (ex officio, non-voting)
● Banner Support Specialist (ex officio, non-voting); and
● STAR Support Specialist (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.
● The CPC will generally meet the third Friday of the month during the Fall and Spring semesters.
● At least 50% of the voting CPC members must be present for a quorum.

Documentation/Communication
● Minutes are distributed and posted on the HonoluluCC Intranet.
● All curriculum proposals will be submitted through KSCM. KSCM will notify the appropriate individual(s) of needed action(s) during the approval process.
● 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 DCCs review course and program proposals originating within the division and forward their recommendations to the CPC. The DCC 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 (refer to important guidelines in the KSCM section of this manual);
- 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.

Structure of the DCC Committees

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 facilitated by the Committee on Committees each spring (appointments are to be announced prior to the last CPC meeting of the year.) To the greatest degree possible, faculty who are serving on a DPC should not be placed on the slate of nominees for the DCC.

The committees are staffed as follows:

UNIVERSITY COLLEGE: Twelve (12) DCC members:
One elected representative-at-large from each of the following areas:

- Math (1), Science (1), Language Arts (1), Social Sciences (1), Humanities (1), Hawaiian Studies (1)
- One (1) representative from Student Services
- The four Division Chairs of the unit (4: ex officio)
- Dean of the University College (1: ex officio, non-voting)
TECH 1: Eight (8) DCC members:
All members are voting members except where specified.

- Five (5) representatives elected at-large from the faculty in Tech 1
- One (1) member from Student Services
- Tech 1 Division Chair (1: ex officio, voting)
- Dean of Tech 1 (1: ex officio, non-voting)

TECH 2: Eight (8) DCC members:
One representative elected at-large from each of the following areas:

- Communication Arts (1), CSNT 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, voting)
- Dean of Tech 2 (1: ex officio; non-voting)

DCC Chair

The DCC Chair is selected by a vote of the DCC committee at the first meeting of the academic year and serves for both the Fall and Spring semesters. The Chair prepares the meeting agendas, reviews proposals, conducts meetings, ensures that minutes are kept, distributed, posted to the DCC Intranet page, 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 University College 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 HonoluluCC General Education Board.
HONOLULU CC GENERAL EDUCATION BOARD (GEB)

The General Education Board (GEB) acts as a clearinghouse for information on articulation of courses, campus certification of courses and instructors, certification procedures, and system-wide general education articulation and status. The GEB is authorized by the HonoluluCC FSEC, which has delegated authority for representing HonoluluCC in negotiating articulation agreements for transfer-level courses to and from all other campuses in the UH System to the GEB. The GEB reports to the Committee on Programs and Curricula (CPC), which oversees the work of the GEB with respect to curriculum actions and curricular issues for HonoluluCC. The CPC approves the charter of the GEB. The FSEC ratifies the charters of the GEB and its subcommittees, and makes the final decision in the case of major academic policy issues.

Career and Technical Education (CTE) General Education Statement of Philosophy

Honolulu Community College believes in unlimited human potential. The General Education component in all programs is a part of the process that supports individuals by encouraging development in thought, communication, ethical deliberation, creativity, feeling, empathy, adaptability, and awareness by providing foundation skills necessary for successful living in an ever-changing, global environment. In addition, General Education is a key to solving the problems of surviving and thriving for individuals, communities and nations because it provides a common basis of understanding that fosters collaboration and helps create a human community.

University College (UC) General Education Learning Outcomes

The Honolulu Community College General Education curriculum has comprehensive learning outcomes and ensures that students are able to meet those outcomes. These outcomes include the development of:

a) Understanding of the basic content and methodology of major areas of knowledge, including humanities and fine arts, natural sciences, and social sciences.

b) Skills necessary to be a productive individual and lifelong learner, which include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the acquisition of knowledge through a variety of means.

c) Qualities necessary to be an ethical human being and effective citizen. These include an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political and social responsibilities locally, nationally, and globally.
General Education Sub-Boards

The GEB consists of Articulation Sub-Boards and a Career and Technical Education Sub-Board.

- **Articulation Sub-Boards**
  - The articulation sub-boards and committees review courses and instructors (in the case of instructor-based certification) for articulation in accordance with UH system agreements. The goal is to provide a transparent structure for articulation of Honolulu CC courses into the UH system that is both efficient and answers articulation needs.
  - The articulation sub-boards and committees include:
    - Diversification Sub-board
    - Focus and Speech Sub-board
      - Ethics Committee
      - Hawaiian, Asian and Pacific Issues Committee
      - Speech Committee
      - Writing Intensive Committee
    - Foundations Sub-board
      - Global & Multicultural Perspectives
      - Symbolic Reasoning
      - Written Communication

- **Career and Technical Education Sub-Board**
  - The CTE General Education Board is responsible for the designation of HonoluluCC courses as meeting CTE General Education requirements.

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 proposals must be submitted through the Kuali Student Curriculum Management system (KSCM) https://honolulu.kuali.co/cm. Instructional videos and written instructions on how to use KSCM are available online at http://programs.honolulu.hawaii.edu/intranet/node/330. (See also pages 19-26 of this manual.) Deadlines for submitting curriculum proposals to the DCC, CPC, and the General Education Board will be published at the beginning of each academic year and are also posted at this site along with other information relevant to curriculum at HonoluluCC.

Meeting Schedules and Deadlines

Proposers should ensure that proposals are submitted via KSCM prior to these published deadlines. The CPC sets deadlines and determines meeting schedules in order to ensure that course and program modifications are accurately noted in a timely manner in the annual college catalog, Banner, and STAR. GEB, DCC, and CPC deadlines also 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. Committee members are expected to review and comment upon all scheduled curriculum proposals before attending meetings at which decisions will be made.

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

The CPC Chair will post the CPC, DCC, and GEB schedules during the first week of the academic year on the intranet.

DCC-approved proposals must be approved in KSCM 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 are available in KSCM and the Distance Education Review Board process is available at.

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;

4. Follows guidelines in the Kuali Student Curriculum Management System (KSCM) section of this manual to prepare proposals;

5. Goes to https://honolulu.kuali.co/cm to create/modify the appropriate proposal form(s). (Instructional videos and written instructions for completing curriculum forms are posted on the CPC intranet site http://programs.honolulu.hawaii.edu/intranet/node/330)

B) Division Chair:

1. Reviews proposal.

2. Consults with faculty (proposer) to ensure completion of corrections or modifications as necessary.

3. If proposal is approved, approves via their KSCM action list.
C) Academic Dean:

1. The Academic Dean, who is a member ex officio of the DCC, should review and approve the proposal in KSCM prior to or during the DCC meeting when the proposal is discussed.

2. Reviews schedule type, contact hours, and workload for accuracy.

D) General Education Board:

As noted above, if the proposal is for a course intended to satisfy one or more of the General Education Core requirements. 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 courses taught in a DE modality must be approved by the Distance Education Review Board (DERB). The DE course proposal form can be found on the Intranet at http://programs.honolulu.hawaii.edu/intranet/sites/programs.honolulu.hawaii.edu.intranet/files/DE-form-course-proposal.pdf

Newly created courses (not CPC approved yet) must first receive CPC approval before DERB can consider DE modality.

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. DCC Members carefully review and comment on the proposal prior to the meeting;

2. Review must ensure that the proposal meets the following guidelines:
   1. all required information is properly and completely filled into the KSCM form (refer to important guidelines in the KSCM section of this manual);
   2. the documents are free of mechanical and typographical errors;
   3. the proposal is consistent with the mission of the college;
   4. the proposal is consistent with the college’s strategic plan;
   5. the proposal addresses a clear need for a program or curriculum;
   6. the proposal displays academic integrity and quality of design, which includes the determination of SLOs and planned assessment strategies;
7. the proposal demonstrates compliance with all applicable state and federal laws, licensing body requirements, and accreditation standards; and
8. 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 18-22) or at the following web address: http://programs.honolulu.hawaii.edu/intranet/node/330

3. The DCC Chair or other committee members may suggest that modifications be completed by the proposer prior to the DCC meeting;

4. DCC 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
   1. Approves the proposal in KSCM;
   2. Responsible that a copy of the DCC minutes be posted to the HonoluluCC DCC Intranet page; http://programs.honolulu.hawaii.edu/intranet/node/334.

G. Committee on Programs and Curricula:

1. CPC Members carefully review and comment on the proposal prior to the meeting;

2. Review must ensure that the proposal meets the following guidelines:
   1. all required information is properly and completely filled into the KSCM form (refer to important guidelines in the KSCM section of this manual);
   2. the documents are free of mechanical and typographical errors;
   3. the proposal is consistent with the mission of the college;
   4. the proposal is consistent with the college’s strategic plan;
   5. the proposal addresses a clear need for a program or curriculum;
   6. the proposal displays academic integrity and quality of design, which includes the determination of SLOs and planned assessment strategies;
   7. the proposal demonstrates compliance with all applicable state and federal laws, licensing body requirements, and accreditation standards; and 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 18-25) or at the following web address:
3. The CPC Chair or other committee members may suggest that modifications be completed by the proposer prior to the CPC meeting;

4. CPC 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 approves the proposal in KSCM.

   **NOTE:** Because of the complexity of the interface between KSCM and the Banner system, changes to the curriculum proposals, 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.
Kuali Student Curriculum Management System (KSCM) Information

The Kuali Student Curriculum Management System is an open source, online curriculum management software system designed to provide electronic submission of curriculum proposals, automated approval process, online archive of curriculum material, integration with student systems (Banner), and reporting tools.

To access HonoluluCC’s KSCM go to: https://honolulu.kuali.co/cm

KSCM Forms:
There are only 2 forms in KSCM which can be used to propose the full range of curriculum actions:

**Course Form:**
- Add a new course
- Deactivate or Activate a Course
- Delete a Course
- Modify a course

**Program Form:**
- Modify a Program
- Add a new Program

Each course and program has a unique record stored in KSCM that must be maintained for currency. The following are important considerations when proposing changes:

- Information should be consistent throughout the Proposal Form: Information in the Summary, Data fields, and Catalog Markup should be consistent.
- Modifying vs Creating Courses: If the updated course curriculum is significantly different from an existing course, it is sometimes better to create a new course and delete the old one. This may also apply to courses that have been deactivated and then re-activated after a significant period of time has elapsed.
- Changes to Course Alpha or Number: Additional proposals will be needed to delete or deactivate the former course as appropriate.
- Changes to Course Alpha, Number, Title, Credits, and Course Deletions/Deactivations: These changes can affect multiple courses and programs. A search of the catalog PDF should be performed so that each instance can be updated by the appropriate parties with additional proposals. A complete catalog PDF may be downloaded using the “View/Download Complete College Catalog” link at: https://www.honolulu.hawaii.edu/catalog
Additional Documents to include in a KSCM Proposal

- Documents to support the proposal summary or rational.
- Catalog page(s) marked up with changes.

References:

- Flow Charts:
  - Distance Education Review Board
  - Curriculum Proposal: (need link)
- Articulation Applications: (link to Articulation Board page)
- Student Learning Outcomes: Help in Writing Student Learning Outcomes

EXPLANATION OF KSCM FIELDS

The following are fields that are found in the KSCM proposals. The order in which they are listed here generally follows the sequence in the Course Proposal Form.

Section A – Proposal Details
This KSCM section identifies the proposal and addresses Rationale and Impact.

1. **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 new, the proposer should check that the number selected is not already in use.
   - Numbers below 100 are non-transfer level. Courses at the 100- or 200-level for transfer, should be well-justified.
   - Experimental courses are numbered 97, 98, 197, 198, etc. These courses are not listed in the catalog. The alpha “IS” (Interdisciplinary Studies) is also sometimes used for this purpose.
   - Special Studies courses are numbered 99V, 199V, 299V, etc. These courses are not listed in the catalog.
   - Cooperative Education courses are numbered 93V, 193V, 293V, etc.
   - Laboratory courses numbers end in an “L”, such as GG 101L
   - Variable credit course numbers end in a “V”, such as PHYS 51V
   - Variations of a course have numbers that end in an alpha, such as ENG 257N.

2. **Effective Term** – With few exceptions, proposals are submitted and approved during the Fall semester and become effective in the next Fall term.

3. **Proposed New Course Alpha (Subject Code)** – If the alpha does not currently exist, a Code Request Form will be required via the VCAA Office.
4. **Proposal Summary and Rationale** – Briefly provide reasons for the modifications and list proposed changes. This helps DCC and CPC members evaluate a proposal more effectively. (Proposed changes should also be entered in the appropriate data fields and catalog markup.)

5. **Impact (Courses, Programs/Departments, Articulation)** – These sections require 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.

6. **Impact on Resources** – 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.

**Section 1 – Course Data**
This KSCM section contains the Course Data fields. Changes made here are flagged in yellow highlight.

7. **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. The title in Banner is limited to 30 characters/spaces, so it may be necessary to provide a shortened version.

8. **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.

9. **Experimental Course Status** – a course may be proposed as a regular course, (i.e., a permanent addition to the curriculum), or as an experimental course.
   - Experimental courses have a limited lifespan and must be converted and assigned a non-experimental number within 3 years, otherwise they should be deleted/retired. (UHCCP #5.300)
   - Experimental courses are numbered x97 or x98 (e.g., ENG 197). Since the course number 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.)
   - Experimental courses do not require formal DCC/CPC approval but are expected to go through the curriculum process for review.
10 **Course Status Deactivate/Activate** – The College’s curriculum process allows for courses to be deleted (permanent) or deactivated (temporary). 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, a proposal to re-activated the course is needed. Deactivation should also be considered for the impact it might have on other courses and/or programs.

11. **Credits** – the number of credits assigned to the class. (See also Contact Hours.) Variable credit classes usually range from 1 to 4 credits, and the Course Number is followed by a “V” such as PHYS 51V.

12. **Repeat and Credit Limit** – For details on the HonoluluCC Repeat Policy, please refer to catalog pp. 56-57
   - **Repeat Limit** indicates the number of times a class may be taken after the first successful completion. For example, a Repeat Limit of 1 means the course may be taken a total of 2 times.
   - **Credit Limit** indicates the maximum number of credits that may be earned by successfully completing the class. Some courses may be repeated for additional credit. For example, a 3-credit class that can be repeated once for additional credit (total enrollments = 2), would have a Credit Limit of 6 credits.

13. **Semester Length** – the class length is usually 15 weeks for a full term and this is used in workload calculations. Modular series classes may vary in length.

14. **Schedule Type** – refers to the general format of the course and this is used in workload calculations. Common Schedule Types are listed below:
   - LEC – Lecture
   - LAB – Lab
   - LAL – Lecture & Lab Instruction
   - SHP – Shop
   - STU – Studio
   - COP – Cooperative Education/Work Experience
   - DRR – Directed Reading & Research
   - EXM – Credit by Exam
   - FLD – Fieldwork
   - IND – Independent/Directed Study
   - INT – Internship Instruction
   - INV – Individual Instruction
   - PRA – Practicum Instruction
15. Contact Hours – the number of student contact hours. This may include only lecture or lab hours, or a combination of the two. For unusual situations, consult the academic dean and describe special cases.

- **Contact Hours per Week**: this is printed in the catalog course descriptions and helps students gauge course load.
  - Weekly Faculty Lecture Hours are usually 1 hour per lecture credit
  - Weekly Faculty Lab Hours are usually 3 hours per lab credit
  - Weekly Faculty Lect/Lab Hours are usually 1 lecture hour and 2 lab hours

- **Contact Hours per Semester**: this is verified by the academic deans and input in Banner to determine workload. Generally, Semester Contact Hours are derived by multiplying Weekly Contact Hours by 15 weeks.

16. 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. If more than one grade option is selected, indicate the Default Grade Option.

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

18. Prerequisite – a requirement that must be completed prior to enrollment in the course being proposed or modified. 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.)
- Prerequisites should be written in language consistent with similar prerequisites in the catalog. (See current catalog for samples.)
- If a specific grade must be earned in the prerequisite, specify the grade; 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.)
- Course Prerequisites are used to enforce Program Prerequisites. Banner currently cannot enforce program prerequisites, so a number of programs have added program prerequisites to their entry-level courses.

19. Prerequisite or Corequisite – courses to complete prior to enrollment in the course being proposed or modified, or take concurrently in the same term.

20. Corequisite – courses to take concurrently in the same term with the course being proposed or modified.
21. **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.)

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

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

24. **Comment for Catalog** – additional information that is important to students. For example, students may require access to a digital camera for a photography course; or may need access to a computer and internet for an online course.

25. **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.

26. **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.)
   - Note 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.

   **Linked Program Outcomes** – SLOs can be linked to a preset list of PLOs. Access the PLO list by first typing the program alpha in the PLO box, then select the PLO from the pull-down menu.

**NOTE:** Hallmarks and Student Learning Outcomes are related, but not the same. Hallmarks, usually few in number, generally describe broad or general characteristics that are applicable to a large category of subject matter or cluster of disciplines (e.g., the hallmarks applicable to all areas of the Humanities, or Natural Sciences.) Student Learning Outcomes (SLOs) are usually course-specific and more detailed in the articulation of skills and content mastery students are expected to acquire.
27. Means by which assessment of the SLOs will be accomplished – 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, web site) are updated to reflect the new SLOs.

28. Articulation (if applicable) – this pertains 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.

29. Additional Information of Importance – other essential or critical features of this course that have not been previously addressed.

30. Catalog Markup – a copy of affected catalog pages with changes marked in color. The markup should be consistent with the Proposal Summary and changes entered in the data fields.

Section 2 – General Education
This KSCM 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.

31. General Education – Indicate the Foundation, Diversification, Speech, and/or CTE designation proposed for the course. If a designation is added, removed, or modified, also describe the change.

Section 3 – Course Outline
This KSCM section is required by ACCJC Accreditation Standard IIA.

32. Course Outline – This section is auto-populated from Section 1 and 2. Data input is not required.
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).

**Course Outline Fields:**

1. Course Alpha
2. Course Number
3. Effective Term
4. Catalog Title:
5. Credits:
6. Prerequisite:
7. Prerequisite or Corequisite:
8. Co-requisite:
9. Recommended Prep:
10. Special Approval:
11. Major Restriction:
12. Catalog Course Description:
13. Student Learning Outcomes
14. Means by which assessment of the SLOs will be accomplished
15. General Education
16. Articulation