UNIVERSITY OF HAWAII COMMUNITY COLLEGES
PROPOSAL TO INITIATE, MODIFY OR DELETE A COURSE

1. TYPE OF ACTION
   A. Addition [ ] Regular [ ] Experimental [ ] Other _________________ (specify)
   B. Deletion [ ]
   C. Modification [ ] in credits [ ] in title [ ] in number or alpha [ ] in prerequisites [ ] Other _________________ (specify)

2. NEW ALPHA, NUMBER AND TITLE
   IS 103 "Intro to College"

3. CREDITS 3

4. OLD ALPHA, NUMBER AND TITLE
   IS 197 "Intro to College"

5. CREDITS 3

6. NEW CATALOG DESCRIPTION
   This course is designed to orient first-time students to a college setting. Students will learn (1) the tools, techniques, methods, procedures, processes, skills, resources, & attitudes for success; (2) the programs & services of a post-high institution of higher education & (3) to design a personal, comprehensive, post-high academic plan.

7. PREREQUISITES
   Placement in Eng 22 or consent of instructor

8. STUDENT CONTACT HOURS PER WEEK
   Lecture 3 Lecture/Lab __ Lab __
   Other (specify) __

9. PROPOSED DATE OF FIRST OFFERING
   Fall 1998

10. THIS COURSE [ ] IS REQUIRED [ ] IS AN ELECTIVE FOR THE WCC PROGRAM/CORE
     (Please specify)
     (Circle approp.)
     CAN FULFILL _________________ REQUIREMENT
     (Please specify)

11. THIS COURSE [ ] INCREASES [ ] DECREASES [ ] MAKES NO CHANGE IN NUMBER OF CREDITS REQUIRED FOR THE PROGRAM/CORE

12. SIMILAR COURSES OFFERED ELSEWHERE:
    College(s):
    UH Hilo
    Alpha, Number, Title:
    University 101: Freshman Experience Seminar

13. THIS COURSE IS
    [ ] ALREADY ARTICULATED [ ] APPROPRIATE FOR ARTICULATION [ ] NOT YET APPROPRIATE FOR ARTICULATION
    (Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.)

14. REASON FOR INITIATING, MODIFYING OR DELETING課程 OR OTHER PERTINENT COMMENT:
    Meets the needs of new student "CULTURE-SHOCK," improve retention and graduation rates. Especially useful for "special" populations i.e.: summer-bridge and early-admits.

REQUESTED BY:  [Signature]
   Robert DeLoach
   Department Chairperson
   Date 5/22/98

APPROVED BY:  [Signature]
   David H. Umemura
   Curriculum Committee
   Date 10/10/98

   [Signature]
   Peggy Kurikana
   Faculty Senate
   Date 3/1/99

   [Signature]
   Michael Kikkawa
   Dean of Instruction
   Date 3/3/99

   [Signature]
   Provost
   Date 3/29/99

CCC #6100 (Amended for WCC use Sept. 1991)
**LEVELS OF REVIEW OF COURSE PROPOSALS AT WCC**

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<td>Assistant Dean of Instruction</td>
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<td><strong>4. Curriculum Committee Review</strong></td>
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<td>Curriculum Committee Chairperson</td>
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WCC FORM FOR NEW COURSE PROPOSALS
(To be completed for articulation with any 4-year UH campus)

Course IS 103 Submitted by Winston Kong Date 12/23/97

Introduction to College

1. How is this course related to the educational needs and goals of the College/Department/Community as reflected in the EDP?

   Designed to prepare students to be successful in a college setting as "master students." It is expected to increase retention and graduation rates also. Particularly useful for "special" populations such as "Early Admits."

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation, and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

   No additional cost for materials or staff.

3. Is a similar course taught elsewhere in the UH System? Yes
   If yes, provide details of how this course differs from existing similar courses.

   Little difference is expected. UH Hilo offers this class every Fall and often uses the same text. The responsibility for coordinating and teaching the course may be rotated among the Student Services staff.

4. Is this course experimental and/or unique to Windward Community College? Yes
   If yes, provide rationale and details of its impact on the College curriculum.

   The intent is to offer it for high school students who are college bound who are eligible to start college classes before their graduation. (The goal is recruitment of better students.)

5. Is a similar course taught on the upper division level by a 4-year UH college? No
   If yes, explain why this course is appropriate at the lower division, or how it differs from its upper division counterpart.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). (See attached criteria for transfer courses.)

WCC 9/91
WCC FORM FOR TRANSFER COURSES

(To be completed for articulation with any 4-year UH campus)

Course ______ IS 103 ________ Submitted by _______ Winston Kong ________ Date 5/20/98

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course and any related baccalaureate program area.

   UH Hilo University 101: Freshman Experience Seminar

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

   UH Hilo

3. Please attach a complete course outline, if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
WINDWARD COMMUNITY COLLEGE
OUTLINE OF COURSE OBJECTIVES

1. COURSE NAME: Introduction to College

2. COURSE NUMBER: IS 103

3. CREDIT HOURS: 3

4. DESCRIPTION: This course is designed to orient first-time students to a college setting. Students will learn (1) the tools, techniques, methods, procedures, processes, skills, resources, and attitudes for success; (2) the programs and services of a post-high institution of higher education and (3) to design a personal, comprehensive, post-high academic plan.

5. REQUIREMENTS COURSE SATISFIES:

   Lower division elective credit.

6. PREREQUISITES: Placement into English 22 or instructor consent.

7. ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIMES:

   (10 pts.) A field trip to a four-year college campus (to be arranged).

8. COURSE OBJECTIVES: Through tests, classroom participation, and special assignments, the student will learn to:

   (10 pts.) 1. Identify personal and academic strengths and weaknesses by using select discovery/intention exercises. (Pretest/Post test)

   (10 pts.) 2. Demonstrate various skills that support learning; i.e. note-taking, memorization, testing, writing, time-management, and financial management. (Quizzes and test assignments)

   (15 pts.) 3. Appreciate the importance of native culture(s), relationships, health, service learning and communication, as life-long goals. (Two page reaction paper focusing on personal issue)

   (15 pts.) 4. Demonstrate an understanding of Learning Theory by presenting 3 real-life examples. (Group project/class presentation)
5. Attend an orientation process of one post-high institution of higher education, and present to class. (Five maximum presenters)

6. Create a comprehensive post-high academic plan that includes career college choice, cost, location, financial aid, programs of interest, etc. (Four page paper due end of semester)

100 points possible

9. METHOD OF GRADING:

Grades awarded on 10-point scale:

A   90-100
B   80-89
C   70-79
D   60-69
F   0-59

There will be 3 quizzes, a pretest and a post test. (The 3 quizzes will consist of true/false; multiple choice, fill in the blanks, and essay questions)

10. MODE OF INSTRUCTION:

Lecture, lab, field trip, video, guest speakers, etc.

11. REQUIRED TEXT:  "Becoming a Master Student," College Survival, Inc., by David B. Ellis

12. OTHER MATERIALS:  3-ring binder, paper, pens, pencils, colored pencils or markers

12. STUDENT RESPONSIBILITIES:

1. Attend all classes. (worth 5 bonus points)

2. Be prepared to respond to all assignments either verbally or in written form at each class.

3. All work must be done on time.

4. Contact instructor for due consideration of extenuating circumstances.

5. Maintain journal documenting all class assignments. (3-ring binder and textbook)
Introduction to College
IS 103
W. Kong

Week 1: Overview of course, Student Conduct Code & Student Grievance Introductions
Discovery Wheel I
Chapter 1
* Read Chapter 1
Orientation to campus & services
STAAR Orientation (speaker)

Week 2: Finish Chapter 1 and Quiz
* Do journal entries
* Read Chapter 2
Time Monitor Plan
Culture/Conflict Resolution

Week 3: Share: Time Planning Exercise
Do Chapter Quiz
* Read Chapter 3
* Do journal entries Chapter 2
Stress Reduction techniques (speaker)

Week 4: Chapter 3 and Quiz
* Do journal entries
* Read Chapter 4
English and Journalism (speaker)

Week 5: Chapter 4 and Quiz
* Do journal entries Chapter 4
Math/Science class overview
Tour of Science Building
* Read Chapter 5
Dealing with math anxiety
Test 1
Week 6:  
Chapter 5 and Quiz  
* Do journal entries  
LSK = study skills (speaker)  
* Read Chapter 6  
Tour of Information and Computer Science Program  
Obtain an E-mail Address

Week 7:  
Chapter 6 and Quiz  
Exercise on Scheduling Classes  
* Do journal entries  
Study skills, test taking (speaker)  
* Read Chapter 7

Week 8:  
Chapter 7 and Quiz  
Exercise on Writing a Term Paper (speaker)  
* Do journal entries  
Preparing a Speech and Communicating Effectively (speaker)  
* Read Chapter 8

Week 9:  
Chapter 8  
Logical Thinking (speaker)  
* Do journal entries  
Social Science/Humanities panel (speaker)

Week 10:  
Sexual Harassment & other workplace issues  
Chapter 8 and Quiz  
* Read Chapter 9  
Physical Fitness  
Test 2

Week 11:  
Chapter 9 and Quiz  
* Do journal entries  
Nutrition

Week 12:  
Addictive Behavior (speaker)  
Meditation and Focusing  
* Read Chapter 10  
* Do journal entries

Week 13:  
Chapter 10 and Quiz  
Free Money?! (speaker)  
Read Chapter 11  
Reaction paper due (maximum of 2 pages)
Week 14:  
- Chapter 11 and Quiz  
  * Do journal entries  
  UH Manoa tour  
  Library and College Transfer (speaker)

Week 15:  
- Chapter 12  
  Career Testing (speaker)  
  Personality Assessment (speaker)  
  * Do journal entries  
  Group Projects/Presentations  
  Test 3

Week 16:  
- Job Market lecture (speaker)  
- Group Projects/Presentations  
- Academic Plans due  
- Post test: Discovery Wheel II

*Asterisks next to an assignment identify work to be done outside of class.

NOTE: There may be some deviation from this outline as listed so that speakers' schedules can be accommodated.