UNIVERSITY OF HAWAII COMMUNITY COLLEGES

PROPOSAL TO INITIATE, MODIFY OR DELETE A COURSE

1. TYPE OF ACTION
   A. Addition
   B. Deletion
   C. Modification

2. NEW ALPHA, NUMBER AND TITLE
   MUS 121-Z Beginning Ukulele

3. CREDITS 1

4. OLD ALPHA, NUMBER AND TITLE
   MUS 121-B Beginning Ukulele

5. CREDITS 1

6. NEW CATALOG DESCRIPTION

7. PREREQUISITES
   None

8. STUDENT CONTACT HOURS PER WEEK
   Lecture 1 Lecture/Lab Lab
   Other (specify)

9. PROPOSED DATE OF FIRST OFFERING
   Spring 1993

10. THIS COURSE
    ☐ IS REQUIRED
    ☑ IS AN ELECTIVE
    ☐ CAN FULFILL
    ☐ REQUIREMENT

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

12. SIMILAR COURSES OFFERED ELSEWHERE:
    College(s): LCC
    Alpha, Number, Title: MUS 121-Z Beg. Ukulele

13. THIS COURSE IS
    ☐ ALREADY ARTICULATED
    ☐ APPROPRIATE FOR ARTICULATION
    ☑ NOT YET APPROPRIATE FOR ARTICULATION

14. REASON FOR INITIATING, MODIFYING OR DELETING COURSE OR OTHER PERTINENT COMMENT:
    Old course alpha conflicts with Humanities PCC, music discipline's alpha.
    Need to bring WCC's course into compliance.

REQUESTED BY: ____________________________  10/27/92
Department Chairperson

APPROVED BY: ____________________________  11/16/92
Curriculum Committee

______________________________  11/17/92
Faculty Senate

______________________________  11/18/92
Dean of Instruction

______________________________  5/25/93
Provost

Change recorded by Catalog Preparer

CCCM #6100
(Amended for WCC use Sept. 15'91)
LEVELS OF REVIEW OF COURSE PROPOSALS AT WCC

<table>
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<th>Signatures</th>
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<td>1. Subject Area (one or more instructors in the area)</td>
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<th>2. Department</th>
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<td>Was this course discussed in a dept. mng.</td>
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<td>Assistant Dean of Instruction</td>
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<td>Disapproved</td>
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Curriculum Committee Chairperson
FORMS FOR NEW COURSE PROPOSAL

COURSE MODIFICATION/DELETION/COURSE ARTICULATION

1. To help you in the preparation of your forms for the above curriculum actions, it is recommended that you read CCCM #6100 (November 1, 1988) "Policies and Procedures for Approval of New and Modified Courses." This is available from the Office of the Dean of Instruction or from the CAAC Chairperson.

2. All curriculum actions (new course proposal, course modification, course deletion, course articulation) require the completion of:

   A. COVER FORM (white)

      UH COMMUNITY COLLEGES PROPOSAL TO INITIATE, MODIFY OR DELETE A COURSE
      (2 sides; page 2 requires signatures only)

   B. NEW COURSE PROPOSALS

      1. WCC Form for New Course Proposal (pink)
      2. Course Outline
      3. WCC Form for Transfer Courses (blue), if articulation desired.

   C. COURSE MODIFICATIONS

      1. WCC Form for Course Modification (yellow)
      2. Course Outline (if the content of the course will be changed or, if the course number will be changed and articulation with any 4-year UH campus needs to be maintained).
      3. WCC Form for Transfer Courses (blue), if the course number will be changed and articulation with any 4-year UH campus needs to be maintained.

   D. COURSE DELETIONS require only the COVER FORM.

   E. COURSE ARTICULATIONS (with any 4-year UH campus)

      1. WCC Form for Transfer Courses (blue)
      2. Course Outline (if it is not a new course).
GUIDELINES FOR A COURSE OUTLINE

To provide required information and review of new course proposals, course modification, and/or articulation, the following should be included in a course outline:

1. Course description.

2. Hours per week of lecture, lab, and/or other activities and total student contact hours per week.

3. Prerequisites required, corequisites required, recommended preparation and basic skills needed. If the course involves the use of mathematics, indicate the level of quantitative reasoning required.

4. Specific course objectives (what knowledge and/or skills will successful completion of the course develop in the student?).

5. Method of instruction

6. Course content and approximate time to be spent on each topic. (Proposed semester schedule is acceptable).

7. Text(s) to be used and reading level of text (contact Learning Assistance Center to determine reading level). List text(s) to be used (if no text, so state). Indicate approximate percent of text to be used if less than 75%).

8. Reference and supplementary materials that may be found in the Library or elsewhere that will contribute to the course.

9. Course requirements: List any projects, field trips, experiments, reports, independent work, etc., which will be required or expected of students for the course.

10. Evaluation: Identify methods of evaluation which will be employed to determine if the course objectives are being met (e.g., written examinations, attendance, projects). Specify the grading procedure to be used in the course.
WCC FORM FOR TRANSFER COURSES

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

Course __________________ Submitted by __________________ Date ______

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.

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

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.

WCC 9/91
1. What change is proposed in the course? Provide specific information comparing both the "new" and "old" course.

Change alpha to MUS 121Z from MUS 121B.

2. What is the rationale for the change?

Music instructors across the system agreed in a PCC meeting to number all performing courses the same. Uke class should.

3. Is the change substantive enough to require a change in course identification? If so, explain thoroughly.

No

4. Is the course articulated with any 4-year program? No
   If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

5. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?

N/A

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? No
   If yes, provide details and justification for these alterations.

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? (See attached criteria for transfer courses.)

Yes
WCC FORM FOR NEW COURSE PROPOSALS

Course __________________ Submitted by __________________________ Date _______

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

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?

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

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

5. Is a similar course taught on the upper division level by a 4-year UH college? _____
   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.)
Final decisions as to the academic level of a course should generally rest with the professional judgment of the faculty. Each of the items below indicates an area which should be considered in arriving at this judgment, although not all items pertain to all courses. It is important that judgments not be made by the "least common denominator" approach; the standard to keep in mind is the "typical" college transfer course, rather than the most borderline courses now accepted within the system.

1. Rate of progress expected of students.

High schools and colleges typically differ rather substantially in the quantity of material taught in a semester. The course in question should be compared with high school and college courses in related areas.

2. Basic skills (reading, writing and analytical) needed for success in the course.

The concern here is with the skill levels required of students rather than the level of material in the class. To be successful in most freshman transfer courses, a student must have a minimum of 10th grade skill level in the areas relevant to the course.

3. Amount and level of reading, writing or other independent work required.

As a rule of thumb, much of the reading material for a freshman level course should be at 12th or 13th grade level. Sometimes sophisticated ideas are presented in a simple writing style (such as the writing of Camus). In these cases, the level of the audience for which the materials were developed or who normally read them may be a useful indicator.

College courses usually differ from high school courses in the amount of reading, writing or other independent work required of students. The long standing rule of thumb for lecture classes is that students should spend two hours studying outside of class for every hour in class. For laboratory classes, a rule of thumb is that the student should spend three hours per week for each credit assigned to the class, with the student working independently or in groups for a substantial portion of the lab.

4. Amount and level of quantitative and logical reasoning required.

Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses. (In the field of mathematics itself, courses through second year algebra are non-transfer.) Courses should also be examined for use of logical principles.
5. **Conceptual level of the course.**

Transfer courses generally stress theory, principles and concepts more than do non-transfer courses. They also move at least somewhat beyond recognition, recall and application to synthesis, analysis and understanding, although a major goal of many introductory transfer courses is mastery of the basic language and concepts of the discipline. Where a course focuses on teaching specific skills, it may be transfer level if it emphasizes the skills as applications of basic underlying principles and devotes considerable attention to understanding of those principles.

6. **Background knowledge in related subject matter expected of students entering the course.**

If a course is based on the expectation that students will have completed normal high school courses in related areas it may be a transfer course (e.g., high school physics as an expected preparation for a technical program). If the course has as a prerequisite another course which is itself transferable, and if the knowledge from the prior course is utilized in the course in question, the course should be transferable.

7. **Level of mastery expected of students.**

When the competencies attained in a course are sufficient to prepare students for further study in a related baccalaureate program, the course may be transferable. The relationship between the subject matter of the course and any related baccalaureate program area should be examined.

8. **Is there a counterpart to this course on any four-year campus in the University system?**

Although generally a course taught on four-year campuses would automatically be numbered 100 or above, it should be examined against other criteria as well. It is possible that some courses offered on four-year campuses should not be there. If such a case arises, we should challenge the appropriateness of that course on the four-year campus rather than blindly following their lead.

9. **Is this course taught at or accepted by major accredited mainland colleges or Universities?**

As in #8, the course should be examined against other criteria as well. Practice elsewhere is not sufficient justification for our numbering decisions. Give one or two examples.