WCC Faculty Senate Meeting
Palanakila 117
Feb. 3, 2009, 12:40pm

Members
Pam DaGrossa (Recording Chair), Paul Field (CCAAC), Toshi Ikagawa (SOC SCI),
Marvin Kessler (NAT SCI), Winston Kong (Student Services), Ron Loo (HUM), Kalani
Meinecke (LANG ARTS), Ellen Nagaue (ETC), Dave Ringuette (Chair), Leslie Lyum
(ETC), Tara Severns (Academic Support/PPE/IR), Johnny Singh (MB), Libby Young (Off-
Campus Chair)

Guests
Ross Langston (NAT SCI), Makaha’a Wolfgramm (ASU-WCC)

Attachments
CCAAC proposals (Veterinary Assisting Program; MATH 20, 22, 101; MUS 253; ICS 115;
REL 297)
Certificate of Competence in Clerical Employment Success information
Faculty Senate draft response to GSIEC survey

1. Approval of 1/20/09 Minutes

Change: The MB vote on the late add policy was #2, not #1.

MOTION TO APPROVE MINUTES OF 1/20/09 WITH THE CHANGE AS NOTED [1ST MARVIN.; 2ND JOHNNY; UNANIMOUS]

2. CCAAC Report (Paul F.)

A. Veterinary Assisting Program (Certificate)
Ross Langston responded to a number of questions about the development of the program and
the current situation in the community. Currently the program will require an additional 9 credit
hours per year compared to the current offerings.

MOTION TO APPROVE VETERINARY ASSISTING PROGRAM [1ST RON L.; 2ND TARA S.; UNANIMOUS]

B. MATH 20, MATH 22
Paul explained that the creation of MATH 20 (Basic Mathematics) is to respond to remedial
needs. It is similar to courses at MCC (MATH 1), HCC (MATH 20), HawaiiCC, and LCC. The
modification to Math 22 is to include Math 20 as a prerequisite. Johnny explained that students
will continue to be tested and placed into the appropriate level course. The order of progression
will be MATH 20, 22, 24, and 25. One section of MATH 20 will be offered (and is expected to fill)
in the Fall, and following that, it is expected that two sections will be offered each semester.

MOTION TO APPROVE MATH 20 AND MODIFICATION TO MATH 22 [1ST RON L.; 2ND JOHNNY S.; UNANIMOUS]

C. MATH 101
This is a 1 credit course in the Veterinary Assisting Program. The MB department is confident it
can include this course in its normal offerings. Clayton Nakatsuka is intending to teach this
course.

MOTION TO APPROVE MATH 101 [1ST RON L.; 2ND WINSTON K.; UNANIMOUS]

D. MUS 253
This modification involves a number change to align with Manoa.

MOTION TO APPROVE MODIFICATION TO MUS 253 [1ST TARA S.; 2ND WINSTON K.; UNANIMOUS]

E. ICS 115
This modification adds an alternative prerequisite (ICS 100 or 101) to increase the number of
students who will meet the prerequisites for the course.

MOTION TO APPROVE MODIFICATION TO ICS 115 [1ST ELLEN N.; 2ND KALANI M.; UNANIMOUS]

F. REL 297 Special Topics in Religion
This course is experimental. The first topic will be “sacred places.” The goal is to increase the
variety of offerings in religion. Calling it “special topics” will avoid having to go through CCAAC
each time.

MOTION TO APPROVE REL 297 [1ST TOSHI I.; 2ND LESLIE L.; UNANIMOUS]
G. Paul Field distributed information on a Certificate of Competence in Clerical Employment Success (attached) for consideration at the next Faculty Senate meeting. New Initiatives subcommittee will have a close look at it.
Paul also suggested that the Faculty Senate approve the CCAAC policy, which had been circulated earlier.

**MOTION TO APPROVE THE CCAAC POLICY [1ST RON L.; 2ND TARA S.; UNAMIMOUS]**

3. Faculty Senate response to GSIEC surveys
   A. The three chairs looked closely at the GSIEC assessment survey results. Survey responses generally suggest that nonmembers are less informed than members about FS. Responses regarding assessment were unfavorable due to the historical lack of assessment. This survey begins a new process. Faculty Senate’s strengths are its openness to new ideas and instilling confidence to achieve excellence. Non-members respondents generally do not seem to understand FS procedures. Lack of student involvement also needs to be discussed.

   B. The FS discussed and agreed that we want to improve ourselves. Senators will seek feedback from their departments as to how we can go about becoming more effective. Thus, the response to the survey results does not reflect the Senate’s entire plan for improving our effectiveness, but it is the starting point.

   C. Pam mentioned that we have an opportunity here to make suggestions for the next survey that will generate data that will help us know what we want to know and respond to improve ourselves. Paul stated that he believes the IEC will be receptive to suggestions for changes to questions for next year.

   D. Pam and Libby will elaborate some on each of the draft items (thank you, Libby, for drafting the FS response, attached) and a revised version will be circulated among Senators.

   **MOTION TO APPROVE THE DRAFT SELF-ASSESSMENT FOR THE FACULTY SENATE WITH ELABORATIONS BY LIBBY AND PAM [1ST RON L.; 2ND TARA S.; UNAMIMOUS]**

4. Kalani Meinecke is now on the Subcommittee on Planning, Budget, and Accreditation (replacing Ellen Ishida-Babineau)

5. Excellence in Teaching Award policy
   Toshi I. reported that the subcommittee will continue working on this. It was agreed by consensus that Kathleen French, Malia Lau Kong, and Brian Richardson will be recommended to comprise the committee this year. **Dave will forward these names to Angela.**

6. Status of the Green Book of policies
   Dave stated that we are working in two realms at present: online policies and the green book. Toshi noted that the PP subcommittee recommends tossing the green book. Libby suggested that perhaps clear and specific timeline might be more appropriate in order to enable divisions to generate new policies. **Dave will ask Angela to create such a timeline** so that the outdated policies can finally be put to rest.

   **Dave also said he will ask Angela to publicize the new WCC re-organization.**
   Toshi noted that the procedure for circulating new policies has not been approved, even by Faculty Senate. The subcommittee is receiving policies, but because the procedures have not been approved, it cannot act.

Adjourned 1:49pm

Respectfully submitted by Pamela DaGrossa, Recording Chair
2/5/09
approved 2/17/09
New Program Proposal

Certificate of Achievement in
Veterinary Assisting

Date of Proposal: November, 2008
Proposed Date of Program Implementation: Fall, 2009
Contents
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2. Program Objectives ........................................................................................................................................ 3
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1. What is the difference between a veterinary technician and veterinary assistant?

A *Veterinary Technician* is educated to be the veterinarian’s nurse, laboratory technician, radiography technician, anesthetist, receptionist, dental hygienist and client educator. A Veterinary Technician is a graduate from a two year, American Veterinary Medical Association (AVMA) accredited program from a community college, college or university. Currently, there are 150 AVMA accredited Veterinary Technician programs in the United States. In addition, almost every state requires a veterinary technician/technologist to take and pass a credentialing exam. Veterinary technicians can find employment in a variety of fields including veterinary practices, biomedical research, zoo/wildlife medicine, industry, military, livestock health management and pharmaceutical sales.

The term *Veterinary Assistant* is applied to individuals who work in the veterinary clinic or related fields but lack an AVMA certification. Traditionally, these individuals receive only on-the-job training. As a result, their duties and pay vary widely from practice to practice. In some cases, veterinary assistants serve primarily as kennel help whereas in others, they act as receptionists, conduct physical exams and run lab tests.

2. Program Objectives

Hawaii does not currently have an accredited veterinary technician program. As such, veterinary assistants often fill many of the roles normally occupied by credentialed technicians. The proposed certificate of achievement (CA) is designed to educate and train students to be able to fulfill as many of these functions as possible in a two-semester program. The certificate courses give students the needed foundation in chemistry and anatomy and physiology. The certificate courses also trains students in veterinary office procedures and teach them to perform laboratory techniques commonly used in veterinary practice. Although students will not receive an AVMA accredited degree, they will be able to perform many duties performed by licensed technicians and should receive higher salaries as a result. Because the certificate was designed to fulfill many of the AVMA requirements for veterinary technician programs, the curriculum will not require significant modifications should Windward Community College (WCC) wish to pursue full accreditation in the future.

The major objectives for this program are:

1) **Provide a better educated workforce in the field of veterinary assisting.** Unlike veterinary assistants who receive only on-the-job training, students completing the CA will have a solid science background and will have completed several general education courses (English composition, psychology and speech). This coursework will result in a better educated employee with enhanced writing, speaking and computer skills. In addition, most
of the certificate courses can be counted towards the AA degree should the student wish to further their education.

2) Provide training that meets industry standards. The curriculum for this program was designed using the Veterinary Technology Student Essential Skills List published by the AVMA. The content of this program is comparable to the first year of many accredited veterinary technology programs. Students completing the CA will be able to perform many of the tasks traditionally completed by certified technicians including taking patient histories, making and entering appointments, conducting physical exams, administering medication, drawing blood and performing most laboratory procedures (e.g., urinalysis, hematology, parasitology and cytology). These additional skill sets should increase the value of the technician to the employer and result in higher wages for the graduate.

3) Provide a centralized training program. Employers on Oahu will now have the option to send their staff to WCC rather than waste time and resources continually training new hires at their own facilities.

4) Serve as a bridge to certification. Because all veterinary assisting classes were designed using AVMA standards, students completing the CA should be able to transfer their credits to mainland programs should they wish to continue their studies and become Certified Technicians.

5) Strengthen business and workforce ties. Since its inception, the WCC veterinary assisting committee has consulted with local veterinarians, veterinary technicians and AVMA personnel to ensure that the training provided meets industry standards and the needs of local employers. In addition, each student in the program is required to intern at a local veterinary office, zoo or other animal facility. These internships will provide students with valuable experience and allow potential employers to directly assess student aptitude and select promising interns for future employment.

3. Relationship of Objectives to WCC Mission Plan

Windward Community College Mission Plan

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community

The proposed Certificate of Achievement in Veterinary Assisting will fulfill the following goals outlined in the WCC mission statement and Strategic Plan (Action Outcomes listed in parentheses):
- Contribute to the development of a high-skilled, high-wage workforce through the establishment of at least one new specific, career-focused degree, certificate or career pathway per year that leads to employment in emerging fields (4.1).

- Establish partnerships with employers to create internships and job placements (4.2).

- Expand the curriculum that prepares students for critical workforce shortage areas (4.3).

- Create internships and service learning opportunities in the community (4.4).

- Promote the knowledge, skills, and opportunities that support current and emerging STEM fields and careers (4.5).

- Increase the number of degrees and certificates awarded in STEM fields (4.6).

4. Need for Program

Veterinary technology is among the top five fastest-growing occupations nationwide, with employment in the field expected to grow 41% in the next nine years. The nationwide shortage of skilled veterinary technicians has been widely discussed in both academic and trade journals (see Appendix 3). Despite national demand, Hawaii is one of only six states that lack any sort of formal training for veterinary technicians (currently, there are 150 AVMA accredited Veterinary Technician programs in the United States). In a 2007 poll of Hawaii Veterinarians, 80% of respondents recognized the need for additional training for technicians and assistants in Hawaii. The majority of respondents also stated that they would be willing to pay higher salaries for trained personnel.

The movement to create a veterinary assisting program began in summer, 2006, when veterinarians Erik Ako and Mark Caspers approached the WCC Dean of Instruction about posting some help-wanted flyers on campus. Drs. Ako and Caspers explained that because Hawaii had no formal training for veterinary technicians or assistants, they constantly had to train new employees from the ground up, many of whom have little or no background knowledge or experience.

Upon learning of the potential need for trained veterinary technicians, WCC created a committee to investigate the feasibility of offering a veterinary technician program at WCC. The committee consists of WCC faculty and administrators, veterinarians, veterinary technicians and veterinary assistants. Over the next few months, the committee examined the course offerings of seven AVMA accredited veterinary tech programs to determine what courses would need to be created in order to meet the requirements for accreditation.

Since that time, the committee has: 1) gained authorization to plan an academic subject certificate; 2) obtained extramural funding; 3) purchased needed lab equipment, anatomical models and supplies;

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2 Hawaii Veterinary Medical Association 2007 Survey
4) designed curriculum for six core courses; and 5) collaborated with an AVMA accredited veterinary tech program on the mainland in hopes of offering an accredited hybrid program.

Unfortunately, WCC was unable to realize its goal of partnering with accredited program due to excessive costs. Instead, the committee decided to offer a two-semester certificate of achievement in veterinary assisting. Although the committee recognizes the dire need for an AVMA accredited technician program in Hawaii, they feel that the proposed certificate will have value to both employers and the workforce and is a vital first-step towards creating an accredited program.

5. Curriculum
   I. General Education and Preparatory Classes (13 Credits)
      ENG 100- Expository Writing
      PSY 100-Survey of Psychology
      SP 151- Personal and Public Speech
      CHEM 151-Elementary Survey of Chemistry
      CHEM 151L- Chemistry Laboratory
   II. Veterinary Assisting Classes (16-17 Credits)
      ANSC 142- Anatomy and Physiology of Domestic Animals
      ANSC 142L- Anatomy of Domestic Animals Laboratory
      ANSC 151- Clinical Laboratory Techniques
      ANSC 151L- Clinical Laboratory Techniques Laboratory
      ANSC 190- Veterinary Assisting Internship
      BUSN 191- Veterinary Office and Computer Skills
      HLTH 125 or HLTH 110-Survey of Medical Terminology
      MATH XXX- Mathematics for Veterinary Assisting

6. Enrollment Projections
   The college proposes an initial enrollment of 25 students per year. This number reflects the maximum capacity of WCC science laboratories and projected number of available internship locations. The first cohort is expected to enter in Fall 2009 and complete all certificate requirements by fall 2010.

7. Resources Required for Program Implementation
   Development of the WCC Veterinary Assisting Program was funded through Carl Perkins grants. These funds ($85,000 in total) were used to purchase necessary equipment and supplies, design curriculum for core classes, and select internship locations. No additional start-up funds are required to implement the program.
Recurring costs for the program (Table 1) include a 0.5 FTE Vet Technician to teach or assist with core classes. All general education classes (e.g. ENG 100, PSY 100, and SP 151) have multiple sections offered and can absorb the veterinary assisting students without additional faculty. Approximately $5,000/yr is required to cover laboratory consumables (e.g., canine cadavers and clinical lab supplies). We plan to recoup these funds by requiring students to purchase lab supplies through the bookstore ($100/student/semester).

Table I. Projected annual costs and revenues for the WCC Veterinary Assisting Program.

<table>
<thead>
<tr>
<th>PROGRAM COSTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vet Tech Lecturers (15 credit hours)</td>
<td>$22,770</td>
</tr>
<tr>
<td>Equipment/Supplies</td>
<td>$5,000</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$27,770</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REVENUES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Annual Enrollment</td>
<td>25</td>
</tr>
<tr>
<td>Number of Courses*</td>
<td>13</td>
</tr>
<tr>
<td>Number of Credits</td>
<td>28</td>
</tr>
<tr>
<td>SSH</td>
<td>700</td>
</tr>
<tr>
<td>Tuition rate/credit</td>
<td>$71</td>
</tr>
<tr>
<td>Total Revenue from Tuition</td>
<td>$49,700</td>
</tr>
<tr>
<td>Other Sources of Income</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$54,700</td>
</tr>
</tbody>
</table>

* Does not include HLTH 125. Students will take HLTH 125 via Distance education from KCC.

8. Measures of Program Efficiency
Program efficiency will be measured using the following indicators. Goals for each indicator are listed in parenthesis:

1) Number of students registering for certificate (>20 students)
2) Course fill rate (>70% for lecture classes; >80% for labs)
3) Number of core courses taught per year (8 core courses)
4) Percent of students placed in internships (100%)
5) Number of students meeting certificate requirements within 18 months (>15 students)

9. Measures of Program Effectiveness
Program effectiveness will be measured by the following indicators. Goals for each indicator are listed in parenthesis:

1) Placement of certificate-holders into industry related positions (80% within 12 months of certificate completion).
2) Increase in mean wage for those already working in the field (mean wage >20% within 12 months of program completion).
3) Performance and retention of certificate-holders in industry related fields.
4) Satisfaction rating of certificate-holders, internship locations and employers with the quality of the program (> 80% satisfied with training).

Program outcomes will be measured by:
1) Student evaluations
2) Course completion rates
3) Follow-up surveys of students and employers
## Appendix 1. Course Descriptions, Requirements and Proposed Sequence

### WCC Certificate of Achievement in Veterinary Assisting

#### Semester I (Fall)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151- Elementary Survey of Chemistry</td>
<td>3</td>
<td>MATH 24, Placement in ENG 22 or higher</td>
<td>Provides the student with an adequate background in the fundamentals of chemistry. Covers the basic language and quantitative relationships of chemistry, including atomic structure, chemical bonding, structure-property relationships, chemical reactions. Prerequisite to CHEM 152 for majors in medical technology and nursing and other allied health and science-related fields, or can be taken as a preparatory course for CHEM 161.</td>
</tr>
<tr>
<td>CHEM 151- Chemistry Laboratory</td>
<td>1</td>
<td>CHEM 151</td>
<td>Experiments introducing laboratory techniques and illustrating chemical principles; supplemented by films, demonstrations, and problem sessions.</td>
</tr>
<tr>
<td>ENGLISH 100- Expository Writing</td>
<td>3</td>
<td>Placement Exam</td>
<td>A composition course on the writing process including description, narration, exposition, and argument. Course stresses unity, development, organization, coherence, and other basic writing skills necessary for college writing. For all sections of ENG 100 designated as Computer Assisted Instruction (CAI), two (2) hours of computer lab per week are required in addition to class time.</td>
</tr>
<tr>
<td>HLTH 125- Survey of Medical Terminology (or HLTH 110 [2])</td>
<td>1</td>
<td>None</td>
<td>HLTH 125 builds on a knowledge of prefixes, suffixes, and word roots to analyze and build medical terms. It includes pronunciation, spelling, and definitions of selected medical words dealing with all human body systems. Commonly used medical abbreviations and pharmacological terms as well as plural endings are also covered.</td>
</tr>
<tr>
<td>SP 151- Personal and Public Speech</td>
<td>3</td>
<td>Placement in ENG 21 or higher</td>
<td>Introduction to major elements of speech. Enables students to acquire competence in two person, small group, and public situations. Models and concepts are used to explain the speech act.</td>
</tr>
<tr>
<td>ANSC 142- Anatomy &amp; Physiology of Domestic Animals</td>
<td>3</td>
<td>Registration in ANSC 142L</td>
<td>Introduction to the anatomy and physiology of domestic animals. Compares the anatomy and function of major body systems for the cat, dog and horse, with lesser emphasis on birds, reptiles and amphibians. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.</td>
</tr>
<tr>
<td>ANSC 142L- Anatomy of Domestic Animals Laboratory</td>
<td>1</td>
<td>Registration in ANSC 142</td>
<td>Laboratory to accompany ANSC 142. This course is designed to acquaint the student with the body systems of common domestic species (e.g., cats, dogs, horses and birds) through dissections, examinations of models, laboratory exercises, and other hands-on activities. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Semester II (Spring)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100- Survey of Psychology</td>
<td>3</td>
<td>None</td>
<td>An introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, states of consciousness, group processes, problem solving and thinking, and methods of inquiry.</td>
</tr>
<tr>
<td>ANSC 151L- Clinical Laboratory Techniques Laboratory</td>
<td>3</td>
<td>ANSC 142/142L, CHEM 151/151L</td>
<td>Provides students with the background knowledge needed to perform and interpret laboratory techniques commonly used in veterinary practice. Topics include: homeostatic relationships, cytology, histology, parasitology and clinical physiology of major body systems (e.g., circulatory, respiratory, digestive, endocrine and urinary systems). Includes a discussion of common disorders affecting the body systems and the techniques used for diagnosis.</td>
</tr>
<tr>
<td>ANSC 151L- Clinical Laboratory Techniques Laboratory</td>
<td>1</td>
<td>ANSC 151</td>
<td>Laboratory to accompany ANSC 151. Provides students with the knowledge and skills necessary to perform common veterinary lab tests including urinalysis, hematology, blood chemistry, cytology and parasitology. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.</td>
</tr>
<tr>
<td>BUSN 191- Veterinary Office and Computer Skills</td>
<td>3</td>
<td>None</td>
<td>Veterinary Office and Computer Skills covers the business and management of a veterinary office. This course will emphasize the following: client communication, public relations, ethical and legal procedures, accounting, scheduling, records management, and telephone skills. Students will be introduced to one or more industry standard veterinary software programs as well as applications such as word processing and spreadsheet software.</td>
</tr>
<tr>
<td>MATH 101- Mathematics for Veterinary Assistants</td>
<td>1</td>
<td>Grade of &quot;C&quot; or better in Math 25 or equivalent, satisfactory math placement test score, or consent of instructor.</td>
<td>This course is designed for students that enroll in the Veterinary Assistant Certificate program. Topics include the application of mathematical skills to solve applied problems for veterinary assistants with emphasis on dosage, concentration, dilution and drip rates. Also included is mathematical and laboratory terminology.</td>
</tr>
<tr>
<td>ANSC 190- Veterinary Assisting Internship</td>
<td>3</td>
<td>ANSC 142/142L+ consent of instr.</td>
<td>Practical animal experience at veterinary clinics, zoos, research labs or other animal facilities. Topics covered may include restraint procedures, venipuncture, obtaining vital-signs, radiological techniques, surgical assisting and animal husbandry. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 2. 2006 Wages for Veterinary Office Personnel

Table 2. Mean and median hourly and annual income for veterinary office personnel. Data from Bureau of Labor Statistics 2006 National Compensation Survey.

<table>
<thead>
<tr>
<th>Position</th>
<th>Hourly</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Median</td>
</tr>
<tr>
<td>Veterinarian</td>
<td>39.43</td>
<td>43.30</td>
</tr>
<tr>
<td>Veterinary Technicians/Technologists</td>
<td>16.01</td>
<td>14.79</td>
</tr>
<tr>
<td>Veterinary Assistants</td>
<td>11.85</td>
<td>10.00</td>
</tr>
</tbody>
</table>
Appendix 3. Selected articles regarding the shortage of veterinary technicians

The truth about the technician shortage

Will low salaries and high turnover threaten this career?
Aug 1, 2008

The Bureau of Labor Statistics (BLS) ranks veterinary technology as one of the fastest growing careers. In fact, it estimates a 41 percent growth by 2016. Yet AAHA’s newly released Compensation and Benefits, Fifth Edition, indicates turnover may take a bite out of the profession.

Their research shows turnover is almost 30 percent in veterinary practices, compared to a national average of between 12 percent and 15 percent across all industries in the United States. And when they focused on technicians, the rate of turnover climbs to 35 percent.

About 83 percent of NAVTA members say they’ll probably or definitely stay in the profession, according to the 2007 NAVTA National Demographic Survey. And about 15 percent report they’ll probably or definitely change to another field. This mirrors the results from the 2008 Firstline Professional Growth Study (see Figure 1). Yet 79 percent of NAVTA members and 85 percent of nonmembers agree or strongly agree that veterinary technicians are so underpaid that the feasibility of staying in the profession is declining (see Figure 3).

For those who plan to leave, where do they plan to go? See Figure 2 to learn more about technicians’ intentions.

As the BLS notes, it may be difficult to make up the difference with new graduates. A look at the numbers of technician candidates taking the Veterinary Technician National Exam shows growth is flat. The American Association of Veterinary State Boards, the organization that administers the test, reports 5,425 candidates in 2006 and 4,664 in 2007. 2008 estimates put the number of candidates at 5,200.

So what does this all mean? "We've got some great jobs, but we've got to step it up," says Firstline Editorial Advisory Board member Sheila Grosdidier, BS, RVT, a partner at VMC Inc. in Evergreen, Colo. "We're not just competing with other veterinary clinics for good personnel. We're competing with all other industries for good personnel."
Concerned about increasing veterinary technician shortage

Because veterinary technicians are essential personnel in private and academic veterinary practices and there is a nationwide shortage of veterinary technicians, we are alarmed by the decision of the American Association of Veterinary State Boards (AAVSB) to limit eligibility for the Veterinary Technician National Examination (VTNE). On-the-job-trained technicians will be prohibited from taking the VTNE starting in 2011. Coupled with state laws that permit only licensed technicians to perform essential duties, the AAVSB's action may substantially limit the ability of veterinary hospitals to serve patients' and clients' needs.

According to the AAVSB, about 5,000 people will take the VTNE this year, some of whom are from the United States and some of whom are from Canada. The pass rate is 58%. According to Drs. Jeff and Sabin, who work with the AVMA's Committee on Veterinary Technician Education and Activities, the approximately 160 AVMA-accredited schools of veterinary technology graduate fewer than 3,000 students annually (averaging 18 graduates/school annually). When the AAVSB's rules come into effect in 2011, the number of people eligible to take the VTNE will be reduced from the already inadequate number.

How many technicians does it take to support veterinarians? There are approximately 58,000 veterinarians in clinical practice in the United States. Most practices need at least 1.5 to 2 technicians/technician. Approximately 1% of technicians drop out of the field annually, so we need to train and hire approximately 20,000 new technicians just to stay as we are and more if we want to grow. The Bureau of Labor Statistics projects that demand for graduate technicians will significantly outstrip the number of new graduates over the next 10 years.

Technicians perform essential hospital (and research and public health) functions. They deserve wages, benefits, and respect commensurate with the vital work they do. It behooves veterinarians to work to enhance the skills, education, professional stature, and career longevity of veterinary technicians. The number of veterinary technicians must increase, and the graduation rate of programs must improve. The high cost of a technical degree, which bars many worthy people from pursuing this great career, is also an issue.

Now and for the foreseeable future, there are not enough technician school graduates to serve the public and the health needs of animals. Where passing the VTNE determines licensure or certification, and licensure or certification determines eligibility to perform veterinary technician duties, there is and will be an increasingly severe shortage of technicians. These shortages may force veterinarians to violate state law by using unlicensed technicians or force them to perform all the technical duties themselves. Either situation is unacceptable.

We urge the AVMA and other veterinary organizations to work with technician organizations and the AAVSB to further technician excellence and develop an adequate and rewarded workforce. We urge the AVMA and the AAVSB to consider the mathematical impossibility of graduating and licensing a sufficient number of technicians until the number of AVMA-accredited schools increases 5- to 10-fold, which cannot happen by 2011. Alternative training and licensure pathways must remain viable past 2011.

David Schwarz, DVM
President, Massachusetts Veterinary Medical Association
Laurie Klein, DVM
Chair, MVMA Veterinary Technician Committee
Susan Weinstein, JD
Executive Director, MVMA
Susan Rabanat, DVM
Past President, MVMA
Marlborough, Mass
Bob Murtough, DVM, DACVT, DACVECC
Holliston, Mass
Timothy Smith, DVM, DABVP
Woburn, Mass

1. Daniels C. Administrator, Veterinary Technician National Examination, Kansas City, Mo: Personal communication, 2008.

The AVMA responds: The AVMA Committee on Veterinary Technician Education and Activities (CVTEA), and staff of the AVMA Education and Research Division that support the CVTEA, share concerns raised by the representatives from the Massachusetts Veterinary Medical Association. A minor correction: the letter states, "according to Dr. Sabin, who works with the AVMA's Committee on Veterinary Technician Education and Activities, the approximately 160 AVMA-accredited schools of veter..."
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   A. Addition □  Regular or □  Experimental or □  Other (click and type to specify)
   B. Deletion □
   C. Modification: □  in credits  □  in title  □  in number or alpha  □  in prerequisites or co-requisites  □  Other description (click to specify)

2. New Alpha, Number and Title  ICS 115 Advanced Microcomputer Applications
3. Credits 3 credits

4. Old Alpha, Number and Title  ICS 115 Microcomputer Applications (Advanced)
5. Credits 3 credits

6. New Catalog Description
   Expands the concepts of computing introduced in ICS 101 or ICS 100. Develops greater proficiency in creating and modifying word documents, spreadsheets, database queries, reports, forms and presentation software. Broadens knowledge of the above packages by integrating the applications with one another and utilizing timely Internet Web technologies with each. Web technologies will include creating online blogs, dynamic Web spreadsheets, basic Web pages, Web podcasts, and videos.

7. Select box and type specific information in text box.
   □  Prerequisites □  Corequisites or Recommended Preparation
   Credit for ICS 100 or ICS 101 or consent of instructor

8. Student Contact Hours Per Week
   Lecture 3  Lab
   Lecture/Lab
   Other (click to specify)

9. Proposed Date of First Offering
   Semester Spring  Year 2010

10. This course □  is proposed for the * Program. □  can fulfill * If Other, specify meets requirements for WCC's Certificate of Competence in the Applied Business and Information Technology (ABIT) areaaa and Maui Community College's four-year Applied Business and Information Technology (ABIT) B.A.S.

11. This course  Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MauiCC</td>
<td>ICS 115 Microcomputer Applications</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>MauiCC</td>
<td>BUSN 151 Intermediate Business Computing</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>HawaiiCC</td>
<td>BUSN 151 Intermediate Business Computing</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>UH Hilo</td>
<td>BUSN 151 Intermediate Business Computing</td>
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</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   □  Already articulated with Maui CC
   Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   □  Appropriate for Articulation with
   Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.) in this space:
   □  Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   ICS 115 is an advanced computer applications course that had the singular WCC pre-requisite of ICS 101. By modifying the pre-requisite to include ICS 101 or ICS 100 or consent of the instructor, students from other community colleges with the necessary pre-requisite skills are eligible to sign up for the course. This course is one of the courses necessary for the Applied Business and Information Technology (ABIT) Certificate of Competence (CoC) at WCC. It also will allow students from Maui CC to obtain their coursework from WCC. This generates a larger enrollment for WCC and allows the Business Department to comply with possible Perkins Grant activities. It will encourage students to pursue Maui CC's ABIT Bachelor of Applied Sciences Degree (B.A.S.). This course has good online potential as seen by the Spring 2009 enrollment. Expanding the singular ICS 101 pre-requisite and including Web activites will attract a wider audience for ICS 115.

CCCM #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

Requested by: _____________________________________________

Department Chairperson Date

Approved by: _____________________________________________

Curriculum Committee Chairperson Date

Faculty Senate Chairperson Date

Dean of Instruction Date

Provost Date

CCCM #6100 (Amended for WCC use October 2002)
**Levels of Review of Course Proposal at Windward Community College**

Course Alpha, Number, and Title:

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

1. **Department Area (more than one departmental instructor’s signature required)**

   ____________________________________________________________
   ___________________________
   ___________________________
   ___________________________
   ___________________________
   ___________________________

2. **Department**

   ____________________________________________________________
   ___________________________

   **Department Chairperson**

   Was this course discussed in a department meeting? □ Yes □ No

   ____________________________________________________________

3. **Division**

   ____________________________________________________________

4. **Curriculum Committee Review**

   **Approved □**

   **Disapproved □**

   **Reason:**

   ____________________________________________________________
   ___________________________

   **Curriculum Committee Chairperson**

   ____________________________________________________________

   ___________________________
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
New Course Proposal Form – Go to next page for Course Modification)

WCC Form for New Course Proposals
(This sheet was originally pink.)

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

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 in 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 criteria for transfer courses.
Course ICS 115 Advanced Microcomputer Applications
Submitted by Peggy Regentine
Date February 2, 2009

1. What change is proposed in the course? Provide specific information comparing both the “new” and “old” course.

The old name was Microcomputer Applications (Advanced) and I am changing (rearranging) the name to Advanced Microcomputer Applications. I added the pre-requisite of ICS 100 and modified the description to include Web technologies.

2. What is the rationale for the change?

The course has been offered at WCC in Spring and Fall 2008 and was cancelled as a face-to-face course due to low enrollment. I was approached by a Maui CC student who was unable to find the course offered elsewhere. WCC then offered the course online and I have increased the enrollment to 13 and have 2 MCC, 1 KCC and 1 UH Manoa student enrolled. The course will have potential if the ICS 100 prerequisites is included as one of the prerequisite choices and Web technology is specified.

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? Yes

If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

Maui CC teaches the course for the ABIT Applied Science Degree and Maui CC is a community college that offers a four year program in ABIT.

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?

None

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? (Go to next page for transfer course criteria.) Yes
WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number ICS 115 Advanced Microcomputer Applications

Submitted by Peggy Regentine

Date February 2, 2009

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

   ICS 115 is offered at Maui Community College and is needed to complete the Information Technology part of the Applied Business and Information Technology (ABIT) Bachelor of Applied Science Degree (B.A.S.)

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

   Maui CC

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.
COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community College DATE SUBMITTED: February 2, 2009

COURSE ALPHA & NUMBER: SEMESTER CREDITS: *

COURSE TITLE:

DATE OF OUTLINE: February 2, 2009 Year *

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees
   Written Communication
   Mathematical & Logical Thinking
   World Civilizations
   Languages
   Arts & Humanities
   Natural Science
   Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Manoa</td>
<td></td>
<td></td>
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<tr>
<td>UH West Oahu</td>
<td></td>
<td></td>
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<tr>
<td>Hawaii CC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honolulu CC</td>
<td></td>
<td></td>
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<tr>
<td>Kapiolani CC</td>
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<tr>
<td>Kauai CC</td>
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<tr>
<td>Leeward CC</td>
<td></td>
<td></td>
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<tr>
<td>Maui CC</td>
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<tr>
<td>Windward CC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

___Typed Name or Signature___

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

**Note: UCA Clearinghouse**

John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COMMITTEE LEVEL:

1. When the committee has completed its review of a course, the “ARTICULATION RECOMMENDATION FORM” (revised 1/18/2001) should be filled in and attached to the outline. The committee chair should also sign the form.

2. If the committee choice is “accept,” indicate receiving campus core area. If the committee choice is “not recommended,” a reason must be provided. Outlines with missing or incomplete recommendation forms will be returned to the committee.

   If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course’s supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. DO NOT SEND THE RECOMMENDATIONS DIRECTLY TO ANY CAMPUS.

RECEIVING CAMPUS:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

3. In all cases where a campus does not accept a course for articulation, it must supply a reason (even it is “we agree with the committee”).

4. When campus actions are completed, these actions should be conveyed back to the UCA Clearinghouse for recordation and publication.

5. The Community College Policy on Acceptance of UCA Reviewed Courses is as follows:

   (a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

   (b) All Community Colleges agree to accept the UCA committee judgment of not-Recommended (nR) without further review.

   (c) This policy is retroactive to the time the current articulation effort started.

   (d) The Community Colleges reserve the right to review and modify core category assignments as necessary to insure appropriate categorization and to realign such assignments if changes are made to the campus core structure. Such modifications shall not interfere with the timely publication of the student transfer handbook.

Note: UCA Clearinghouse

John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
ARTICULATED COURSE
CHANGE IN ALPHA/NUMBER/TITLE

Old Course

Course Alpha & Number:
Title:

Revised Course

Course Alpha & Number:
Title:
Semester and Year when the revised course was/will be first offered:

Reason for the change in Alpha/Number/and/or Title:

Note: A current outline of the course must be submitted with this form. Undated outlines are not acceptable.

I certify that this course has had its alpha, number, and/or title changed, but that it is substantially the same course as the course that was reviewed and approved for articulation.

Campus: Windward Community College
Certifying Authority (Typed Name or Signature and Title)
Date:

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor's Office for CC, 2327 Dole Street
Revised 1/19/01
ICS 115 Advanced Microcomputer Applications  
3 credits

INSTRUCTOR:  TBA  
OFFICE:  TBA  
COMMUNICATIONS:  XXX (office); XXX@hawaii.edu (email)  
EFFECTIVE DATE:  Spring 2010

Windward Community College Mission Statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

Classes and Times

<table>
<thead>
<tr>
<th>CRN</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>60266</td>
<td>ICS 115 Microcomputer Applications Lab</td>
</tr>
</tbody>
</table>

Office Hours  
TBA

CATALOG DESCRIPTION

Expands the concepts of computing introduced in ICS 101. Develops greater proficiency in creating and modifying word documents, spreadsheets, database queries, reports, forms and presentation software. Broadens knowledge of the above packages by integrating the applications with one another and utilizing timely Internet Web technologies with each. Web technologies will include creating online blogs, dynamic Web spreadsheets, basic Web pages, Web podcasts, and videos.

PREREQUISITES

Credit for ICS100 or ICS 101 or consent of instructor.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

a) Define technical terminology relating to application packages and their relationship with Web 2.0 tools.  
b) Demonstrate file management competency in a networked environment.  
c) Use backup and recovery programs necessary to safeguard user data files in a networked environment.  
d) Use a word processor to produce a desktop publishing document.  
e) Use a spreadsheet to analyze and present dynamic interactive numeric information, graphs and charts.  
f) Use a database program to create forms, queries and reports that can retrieve Web-based data.  
g) Use a presentation program with appropriate audio and visual components that can be viewed on the Web.  
h) Use integration tools for sharing information between different applications programs.  
i) Use data acquisition tools for searching the Internet to retrieve data.

COURSE TASKS

Projects:
Create Web projects using Google  
Create a newsletter using a Word Processor  
Create multiple worksheets linking to one another  
Create a database with a switchboard menu  
Create a PowerPoint presentation with graphics  
Post a Movie Maker file to the Web  
Integrate several applications from above for a final project
ASSESSMENT TASKS AND GRAADING
The requirements for this course consist of weekly communication tasks, weekly projects from the textbook and from the Internet, and a final exam. The communication tasks allow the instructor to communicate with each student; the assignments and Web projects are based on skills mastered. The exams will be based on assigned readings from the required text and skills involved in the assignments. The Final will contain both a multiple choice and project based section. A student must average 60% on the exam to pass the course.

POINTS
The assignment of points may vary slightly each semester but the following is typical:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Tests (5 pts each X 15)</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>8 textbook assignments (25 pts each X 8)</td>
<td>25</td>
<td>200</td>
</tr>
<tr>
<td>Web Projects (10 pts each X 5)</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>375</td>
<td></td>
</tr>
</tbody>
</table>

LEARNING RESOURCES AND MATERIALS
Text and Materials:

ADDITIONAL INFORMATION
Lab Hours: If you need access to a computer on WCC’s campus, see the Noeau 123/124 Computer Lab Door.

Computer Lab Paper: The Academic Computing Services has established a policy allowing a quota of paper to every lab user. After this quota is used, students will be billed for paper usage. This policy will be discussed the first week of our class. (http://www.wcc.hawaii.edu/students/Downloads/Uniprint.htm)

File Storage
All students will need a storage medium for the semester if they transport files from WCC to home. Always back up computer work.

ACS Staff
The ACS Staff in the open lab is on duty to solve hardware and software problems only. If your computer malfunctions or your printer is out of paper, they can assist with this. The staff is not considered a laboratory assistant and, therefore, is not responsible for answering specific homework/laboratory questions.

Disabilities
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

Class Colleagues: Exchange names, contact phone numbers, and emails with three students in class for emergency purposes.

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone</th>
<th>Email</th>
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Notes:
### Advanced Microcomputer Applications (ICS 115)
(CRN XXXX) Syllabus

**Text References:** Microsoft Office 2007, Advanced Concepts and Techniques Word = WD; Excel = Ex; Access = AC; PowerPoint = PPT.

<table>
<thead>
<tr>
<th># Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to the class</td>
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<tr>
<td>2</td>
<td></td>
<td>Creating a professional Newsletter</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td>Web Tool 1 – Movie Maker (10 pts)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Linking an Excel Worksheet and Chart to a Word Document</td>
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<tr>
<td>5</td>
<td></td>
<td>Financial Functions (no data tables and amortization schedules)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Web Tool 2 – Google Docs</td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td>Creating Templates and Working with Multiple Worksheets and Workbooks</td>
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<tr>
<td>8</td>
<td></td>
<td>Web Tool 3 - Google Site</td>
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<td>9</td>
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<td>Smart Art and Images</td>
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<tr>
<td>10</td>
<td></td>
<td>Creating Reports and Forms</td>
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<td>Spring Break</td>
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<td>11</td>
<td></td>
<td>Web Tool 4 - Google Code</td>
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<tr>
<td>12</td>
<td></td>
<td>Macros and Switchboards</td>
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<tr>
<td>13</td>
<td></td>
<td>Creating a Presentation with Custom Backgrounds and Smart Art Diagrams</td>
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<tr>
<td>14</td>
<td></td>
<td>Web Tool 5- Google Blogger</td>
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<tr>
<td>15</td>
<td></td>
<td>Web Tool 6- Google Sketch UP</td>
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<tr>
<td>16</td>
<td></td>
<td>Exam</td>
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</tr>
</tbody>
</table>
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - Addition
   - Deletion
   - Modification:
     - in credits
     - in title
     - in number or alpha
     - in prerequisites or co-requisites
     - Other

2. New Alpha, Number and Title
   - MATH 20 - Basic Mathematics

3. Credits
   - 3 credits

4. Old Alpha, Number and Title

5. Credits
   - *

6. New Catalog Description
   - This course is designed to help students review and master the basics of mathematics. Emphasis will be placed on numeration, whole numbers, fractions, mixed numbers, and decimals. Also includes the concept of variables, ratios; proportions; solving simple equations in one variable; percents; basic geometry; solving basic applied problems; and basic operations with integers.

7. Student Contact Hours Per Week
   - Lecture 3 hours
   - Lecture/Lab
   - Lab
   - Other

8. Proposed Date of First Offering
   - Semester Fall
   - Year 2009

9. This course
   - is proposed for the * Program.
   - can fulfill *
   - If Other, specify

10. This course
    - * the number of credits required for the program/core.

11. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HonoluluCC</td>
<td>MATH 20 - Foundation Math (3 cr)</td>
<td>LeewardCC</td>
<td>MATH 1B - Basic Math Through Problem Solving (3 cr)</td>
</tr>
<tr>
<td>MauiCC</td>
<td>MATH 1 - Basic Math Skills (3 cr)</td>
<td>HawaiiCC</td>
<td>MATH 1A, MATH 1B, MATH 1C, MATH 1D (1 cr each course)</td>
</tr>
</tbody>
</table>

12. This course
    - (check one and click in appropriate textbox and provide details):
    - Already articulated with
    - Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:

13. Appropriate for Articulation with
    - Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   - Anecdotal evidence of the preparedness and success of Math 21A/Math 21B students in the Math 24 course has led to a review of the Math 21A and Math 21B courses and the proposal of this Math 20 course to better address the needs of the students. The Math 20 course will allow more time for students to hone their skills at this level and preview topics introduced in Math 22-Pre-Algebra (such as basic Geometry, simple equation solving, basic operations with integers, and solving basic applied problems). This "spiral" approach to developing mathematical skills throughout the developmental mathematics curriculum also addresses problem solving and analytical skills.

Requested by:

Department Chairperson

Approved by:

Curriculum Committee Chairperson

Faculty Senate Chairperson

CCCM #6100 (Amended for WCC use October 2002)
**Levels of Review of Course Proposal at Windward Community College**

Course Alpha, Number, and Title: MATH 20 - Basic Mathematics

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
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<tbody>
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<td>-------------</td>
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</tbody>
</table>
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

WCC's Open Door policy provides the opportunity for students to pursue their educational goals. Further, as stated in our current Catalog, WCC is committed to the mission of the Community Colleges of the University of Hawaii: To specialize in the effective teaching of remedial/developmental education...

The University of Hawaii Community Colleges Strategic Plan, 2002-2010, under Promote learning and teaching for student success lists the following Action Strategies: (1) Design and deliver more effective programs and services to increase success rates of underprepared students, (2) Allocate resources for the development of effective remedial/developmental programs and services that meet identified student needs, and (3) Increase retention and success rates of all students.

WCC's Strategic Plan for 2002-2010, under Strategic Direction, item 1.0 Promote Learning and Teaching for Student Success, states "A. Expanding existing and support new academic support initiatives designed to promote learning and student success across the curriculum" is ongoing. Remedial instruction in basic skills (reading, writing, and math), learning and study skills are listed as "action strategies" to address this item. Under item 7.0 Strengthen The Liberal Arts, an identified strategic direction is to "support goals of the mathematics department" including "providing a remedial program for students who do not place into Math 22 or higher."

This proposed course, MATH 20, is the department's effort to continually assess, develop and better meet the needs of our students by providing the opportunity for students to strengthen and further develop their basic mathematics skills.

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?

There is no anticipated need of any additional staff, equipment, facility, library/media material, faculty preparation and other financial support that would be required to implement this course. Current mathematics faculty will teach this course.

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.

HCC's MATH 20 (B, C, D) - Foundation Math is a self-paced, independent study course covering material from basic arithmetic operations through solving simple algebraic equations, working with percents, ratios and proportions. WCC's MATH 20 is not self-paced and not an independent study course. Additionally, WCC's MATH 20 includes basic operations of integers and basic geometry. Introduced in MATH 20, these topics will be "spiraled" throughout subsequent courses in the developmental mathematics curriculum.

Hawaii CC's MATH 1 (A, B, C, D) Basic Mathematics courses cover very similar topics as HCC's MATH 20, and so WCC's MATH 20 differs from Hawaii CC's MATH 1 courses in the same way that it does HCC's MATH 20.

WCC's MATH 20 covers all the mathematics that Maui CC's MATH 1 - Basic Math Skills course covers. Additionally WCC's MATH 20 includes the the basic operations with integers and basic geometry.

WCC's MATH 20 also covers all the mathematics that Leeward CC's MATH 1B covers with the exception that LCC's MATH 1B includes the development of skills for estimation and approximate solution procedures. WCC's MATH 20 addresses the notion and procedures for estimation of decimal numbers in the unit on
decimals, and addresses approximation vs exact values in the basic geometry unit dealing with perimeter of circles and pi.

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
This proposed MATH 20 course is not experimental and will replace the MATH 21A/MATH 21B courses in WCC's developmental mathematics curriculum. Students completing MATH 20 with a "C" or better should next enroll in MATH 22 - Pre-Algebra.

5. Is a similar course taught in 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.
No.

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 criteria for transfer courses.
WCC Form for Course Modifications

Course
Submitted by
Date  February 2, 2009

1. What change is proposed in the course? Provide specific information comparing both the “new” and “old” course.

2. What is the rationale for the change?

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

4. Is the course articulated with any 4-year program? *
   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?

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? * 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? (Go to next page for transfer course criteria.) *
WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number

Submitted by

Date February 2, 2009

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course 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.
COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community College DATE SUBMITTED: February 2, 2009

COURSE ALPHA & NUMBER: SEMESTER CREDITS: *

COURSE TITLE:

DATE OF OUTLINE: February 2, 2009 Year *

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees
   - Written Communication
   - Mathematical & Logical Thinking
   - World Civilizations
   - Languages
   - Arts & Humanities
   - Natural Science
   - Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.

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<tr>
<th>Receiving Campus</th>
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<th>Core Category</th>
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<td>UH West Oahu</td>
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<td>Hawaii CC</td>
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3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

Typed Name or Signature

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COMMITTEE LEVEL:

1. When the committee has completed its review of a course, the “ARTICULATION RECOMMENDATION FORM” (revised 1/18/2001) should be filled in and attached to the outline. The committee chair should also sign the form.

2. If the committee choice is “accept,” indicate receiving campus core area. If the committee choice is “not recommended,” a reason must be provided. Outlines with missing or incomplete recommendation forms will be returned to the committee.

If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course’s supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. DO NOT SEND THE RECOMMENDATIONS DIRECTLY TO ANY CAMPUS.

RECEIVING CAMPUS:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

3. In all cases where a campus does not accept a course for articulation, it must supply a reason (even if it is “we agree with the committee”).

4. When campus actions are completed, these actions should be conveyed back to the UCA Clearinghouse for recordation and publication.

5. The Community College Policy on Acceptance of UCA Reviewed Courses is as follows:

   (a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

   (b) All Community Colleges agree to accept the UCA committee judgment of not-Recommended (nR) without further review.

   (c) This policy is retroactive to the time the current articulation effort started.

   (d) The Community Colleges reserve the right to review and modify core category assignments as necessary to insure appropriate categorization and to realign such assignments if changes are made to the campus core structure. Such modifications shall not interfere with the timely publication of the student transfer handbook.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.
Revised 1/29/2001
ARTICULATED COURSE
CHANGE IN ALPHA/NUMBER/TITLE

Old Course

Course Alpha & Number:
Title:

Revised Course

Course Alpha & Number:
Title:

Semester and Year when the revised course was/will be first offered:

Reason for the change in Alpha/Number/and/or Title:

Note: A current outline of the course must be submitted with this form. Undated outlines are not acceptable.

I certify that this course has had its alpha, number, and/or title changed, but that it is substantially the same course as the course that was reviewed and approved for articulation.

Campus: Windward Community College
Certifying Authority (Typed Name or Signature and Title)
Date:

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor's Office for CC, 2327 Dole Street
Revised 1/19/01
Math 20 – Basic Mathematics
3 Credits

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
TELEPHONE:
EFFECTIVE DATE: Fall 2009

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

This course is designed to help students review and master the basics of mathematics. Emphasis will be placed on numeration, whole numbers, fractions, mixed numbers, and decimals. Also includes the concept of variables, ratio and proportions, solving simple equations in one variable, percents, basic geometry, solving applied problems, and basic operations with integers.

Activities Required at Scheduled Times Other Than Class Times
Activities may include Homework, Math Lab or TLC activities as needed.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:
1. Utilize precise mathematical language and symbols in written and/or oral form.
2. Demonstrate proficiency in performing operations with whole numbers, fractions, mixed numbers, decimal numbers and integers.
3. Utilize fundamental properties to solve simple equations.
4. Use algebraic techniques to analyze and solve basic applied problems.
5. Apply concepts and principles of percents to solve basic applied problems.
6. Apply concepts and principles of basic geometry to determine measurements in geometric figures.
COURSE CONTENT

*Concepts or Topics*  
• Whole Numbers  
• Fractions  
• Decimals  
• Ratio and Proportions  
• Percents  
• Introduction to Integers  
• Introduction to Algebra  
• Introduction to Geometry

*Skills or Competencies/Responsibilities of Students.* Success in this course will be enhanced by:  
1. a positive, inquiring attitude towards learning mathematics;  
2. setting aside adequate time for studying and working of problems;  
3. reading the text carefully and making use of other learning materials whenever necessary;  
4. seeking assistance from the instructor and the Math Lab personnel whenever necessary;  
5. completing assignments by the designated date;  
6. regular class attendance, participation and maintaining accurate class notes.

COURSE TASKS

The mode of instruction varies from instructor to instructor. Generally, the mode of instruction is primarily discussion-problem solving where the initial portion of each class period may be utilized to discuss and clarify any questions from the preceding class meeting and/or assignment, and the remaining portion is used to discuss new material. Lectures, directed student explorations, group work, appropriate technologies, and projects will also be used as appropriate. After the completion of each unit, a review and an exam or quiz will be conducted.

ASSESSMENT TASKS AND GRADING

The student will demonstrate competency in the objectives by participating in and completing all class activities, by completing and turning in all assignments as requested, by taking unit tests or quizzes and by taking a final exam over concepts and skill covered in the entire course. Class activities, unit tests or quizzes, and the final exam are to be taken in the classroom and without any references unless otherwise stipulated by the instructor.

It is the student’s responsibility to obtain and complete all assignments that are given in any class meeting for which the student is unable to attend. Unless permission is granted by the instructor beforehand, assignments and tests must be completed and submitted to the instructor at the specified date and time.

**Chapter Test and Chapter Quiz.** The four chapter tests and four chapter quizzes are given in class at the end of each chapter. A chapter test will be 50 minutes in length and will be scored on a 100-point scale. A chapter quiz will be 30 minutes in length and will be scored on a 50-point scale. The student must achieve a minimum of 60% of the possible points for each unit test and quiz. Without this minimum requirement, a passing grade and credit for the course are not possible.

**Retests.** After each chapter test, a retest opportunity is available. No retests will be given after the posted chapter retest deadline. Retests are arranged by appointments with your instructor.
While evaluation and grading methods vary from instructor to instructor, an example of one such method is presented here:

**Course grade.** If the student has achieved a minimum of 60% of the possible points for each unit test and unit quiz and a minimum of 50% of the possible points for the final exam, then a letter grade for the course will be assigned according to the level of achievement as provided in the table below:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100% of the total possible points</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89% of the total possible points</td>
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<tr>
<td>C</td>
<td>70% - 79% of the total possible points</td>
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<tr>
<td>Cr</td>
<td>70% - 100% of the total possible points</td>
</tr>
<tr>
<td>NC</td>
<td>Less than 70% of the total possible points</td>
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<tr>
<td>D</td>
<td>60% - 69% of the total possible points</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60% of the total possible points</td>
</tr>
</tbody>
</table>

Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessary and reasonable adjustments to the evaluation policies outlined. It is to be understood that every instructor will clearly inform students on the course syllabus what percentages are to be used to weight the course work and the grading scale used.

**COURSE CONTENT AND APPROXIMATE TIME TO BE SPENT ON EACH TOPIC**

Unit 1: Whole Numbers (2 weeks)  
Unit 2: Fractions (3 weeks)  
Unit 3: Decimals (2 weeks)  
Unit 4: Ratio and Proportions (1-2 weeks)  
Unit 5: Percents (2 weeks)  
Unit 10: Rational Numbers (1-2 weeks)  
Unit 11: Introduction to Algebra (2 weeks)  
Unit 12: Geometry (1 week)

**LEARNING RESOURCES**

**Required Text, such as:** Basic College Mathematics, 7th edition, by Aufmann, Barker and Lockwood. Although not required, a Student Solution Manual is also available.

**Additional Information Instructor expectations**

Note: Attached are copies of an instructor’s Course Syllabus and Course Calendar for your peruse.

**DISABILITIES ACCOMMODATION STATEMENT**

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.*
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - B. Deletion
   - C. Modification:
     - in credits
     - in title
     - in number or alpha
     - in prerequisites or co-requisites
     - Other

2. New Alpha, Number and Title

3. Credits*

4. Old Alpha, Number and Title  MATH 22 Pre-Algebra Mathematics

5. Credits 3 credits

6. New Catalog Description
   This course prepares students who want to strengthen computation and problem solving skills before proceeding to an elementary algebra course. Includes a brief review of arithmetic, the concept of variable, using rational numbers, solving simple equations in one variable, percent, measure, ratio and proportion, geometry formulas, square roots and word problems.

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or
   - Recommended Preparation
   - Grade of "C" or better in MATH 20 or MATH 21 A or equivalent, satisfactory math placement test score, or the consent of instructor.

8. Student Contact Hours Per Week
   - Lecture 3 hours
   - Lecture/Lab
   - Lab
   Other (click to specify)

9. Proposed Date of First Offering
   - Semester Spring
   - Year 2010

10. This course ☐ is proposed for the * Program. ☐ can fulfill * If Other, specify

11. This course * the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
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<tbody>
<tr>
<td>*</td>
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13. This course is (check one and click in appropriate textbox and provide details):
   - ☐ Already articulated with
   - Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   - ☐ Appropriate for Articulation with
   - Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:
   - ☑ Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   In the mathematics curriculum the courses MATH 21A and MATH 21B will be replaced with the new course MATH 20 - Basic Mathematics beginning in Fall 2009. The new sequence of remedial/developmental courses will be MATH 20 - MATH 22 - Math 24 - Math 25.
   Therefore, this modification request is to update the prerequisite for Math 22 to reflect the curriculum change in the developmental sequence.

Requested by: ________________________________
Department Chairperson Date

Approved by: ________________________________
Curriculum Committee Chairperson Date

__________________________________________
Faculty Senate Chairperson Date

__________________________________________
Dean of Instruction Date

CCCM #6100 (Amended for WCC use October 2002)
Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: MATH 22 Pre-Algebra Mathematics

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
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1. Department Area (more than one departmental instructor’s signature required)

   ___________________________________________  ____________________________
                                 ________________________________
                                 ________________________________
                                 ________________________________
                                 ________________________________

2. Department

   ___________________________________________  ____________________________
                                 ________________________________
   Department Chairperson

   Was this course discussed in a department meeting? □ Yes □ No

3. Division

   ____________________________________________  ____________________________

4. Curriculum Committee Review

   Approved □
   Disapproved □

   Reason:

   ____________________________________________  ____________________________
   Curriculum Committee Chairperson
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
New Course Proposal Form – Go to next page for Course Modification)

WCC Form for New Course Proposals
(This sheet was originally pink.)

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

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 in 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 criteria for transfer courses.
WCC Form for Course Modifications

Course MATH 22 Pre-Algebra Mathematics
Submitted by Clayton K. Akatsuka
Date February 2, 2009

1. What change is proposed in the course? Provide specific information comparing both the “new” and “old” course.

   The proposed change is a prerequisite modification for the MATH 22 course.

2. What is the rationale for the change?

   MATH 21A, the course identified in the current prerequisite is being replaced with a new course, MATH 20 - Basic Mathematics, so the rationale for the change is to update the MATH 22 prerequisite.

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?

   No additional staff, equipment, facilities, etc. would be required to implement this prerequisite modification.

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? (Go to next page for transfer course criteria.) *
University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course  
Articulation with 4-year UH Campus Form

WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)  
(This sheet was originally blue.)

Course Alpha and Number

Submitted by

Date February 2, 2009

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

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University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community College DATE SUBMITTED: February 2, 2009

COURSE ALPHA & NUMBER: SEMESTER CREDITS: *

COURSE TITLE:

DATE OF OUTLINE: February 2, 2009 Year *

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees
   - Written Communication
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2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

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   ________________________
   Typed Name or Signature

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If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

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Revised 1/29/2001
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

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   If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course’s supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. DO NOT SEND THE RECOMMENDATIONS DIRECTLY TO ANY CAMPUS.

RECEIVING CAMPUS:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

3. In all cases where a campus does not accept a course for articulation, it must supply a reason (even it is “we agree with the committee”).

4. When campus actions are completed, these actions should be conveyed back to the UCA Clearinghouse for recordation and publication.

5. The Community College Policy on Acceptance of UCA Reviewed Courses is as follows:

   (a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

   (b) All Community Colleges agree to accept the UCA committee judgment of not-Recommended (nR) without further review.

   (c) This policy is retroactive to the time the current articulation effort started.

   (d) The Community Colleges reserve the right to review and modify core category assignments as necessary to insure appropriate categorization and to realign such assignments if changes are made to the campus core structure. Such modifications shall not interfere with the timely publication of the student transfer handbook.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

ARTICULATED COURSE
CHANGE IN ALPHA/NUMBER/TITLE

Old Course

____________________________________________

Course Alpha & Number:

Title:

____________________________________________

Revised Course

____________________________________________

Course Alpha & Number:

Title:

Semester and Year when the revised course was/will be first offered:

Reason for the change in Alpha/Number/and/or Title:

____________________________________________

Note: A current outline of the course must be submitted with this form. Undated outlines are not acceptable.

I certify that this course has had its alpha, number, and/or title changed, but that it is substantially the same course as the course that was reviewed and approved for articulation.

Campus: Windward Community College

Certifying Authority (Typed Name or Signature and Title)

Date:

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor's Office for CC, 2327 Dole Street
Revised 1/19/01
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition [ ] Regular or [ ] Experimental or [ ] Other (click and type to specify)
   - B. Deletion [ ]
   - C. Modification: [ ] in credits [ ] in title [ ] in number or alpha
   - [ ] in prerequisites or co-requisites [ ] Other (click to specify)

2. New Alpha, Number and Title
   - Math 101 Mathematics for Veterinary Assistants

3. Credits
   - 1 credit

4. Old Alpha, Number and Title
   - [ ]

5. Credits
   - [ ]

6. New Catalog Description
   - This course is designed for students that enroll in the Veterinary Assistant Certificate program. Topics include the application of mathematical skills to solve applied problems for veterinary assistants with emphasis on dosage, concentration, dilution and drip rates. Also included is mathematical and laboratory terminology.

7. Select box and type specific information in text box.
   - Prerequisites [ ] Corequisites or [ ] Recommended Preparation
   - Grade of “C” or better in MATH 25 or equivalent, satisfactory math placement test score, or consent of instructor.

8. Student Contact Hours Per Week
   - Lecture [ ]
   - Lecture/Lab [ ]
   - Lab [ ]
   - Other (click to specify)

9. Proposed Date of First Offering
   - Semester [ ]
   - Fall [ ]
   - Year [ 2009 ]

10. This course [ ] is proposed for the * Program.
    - [ ] can fulfill * If Other, specify Veterinary Technician ASC

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>none in UH as there is no program for Veterinary Technicians in Hawaii</td>
<td>*</td>
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13. This course is (check one and click in appropriate textbox and provide details):
   - [ ] Already articulated with
     Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   - [ ] Appropriate for Articulation with
     Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:
   - [ ] Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   - Hawaii is one of six states that does not require Veterinary Assistant/Technician Certification. Industry members came to the college and requested that WCC help build a veterinarian assistant/technician certification for the state. In 2011, all veterinary technicians must attend a 2-year accredited program. This course will ensure that students have the needed mathematical application skills to work in the veterinarian office and to satisfy the 2011 certification.

Requested by: ____________________________  ____________________________  ____________________________  ____________________________
   Department Chairperson  Date  Curriculum Committee Chairperson  Date  Faculty Senate Chairperson  Date  Dean of Instruction  Date

CCCMM #6100 (Amended for WCC use October 2002)
Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title:

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<tr>
<th>Signatures</th>
<th>Dates</th>
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1. Department Area (more than one departmental instructor’s signature required)

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</table>

2. Department

<table>
<thead>
<tr>
<th>Department Chairperson</th>
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</thead>
</table>

Was this course discussed in a department meeting? ☐ Yes ☐ No

3. Division

<p>| | |</p>
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4. Curriculum Committee Review

Approved ☐

Disapproved ☐

Reason:

<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th></th>
</tr>
</thead>
</table>
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

   This course supports the 2002-2010 Strategic Plan (p4) which is 1) to specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs; 2) to provide the trained workforce needed by the State, by offering occupational, technical, and professional courses and programs which both prepare students for immediate employment and career advancement 3) To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

   It supports the AA Degree Learning Outcomes which are: 1) to use critical thinking and problem-solving skills to evaluate and synthesize information to form conclusions, ideas, and opinions; 2) to enter and perform effectively in the work force; and 3) to develop skills that improve personal well-being and enhance professional potential.

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?

   A faculty member will be asked to teach the math course and additional funding will be needed to pay a lecturer who teaches the faculty's load.

3. Is a similar course taught elsewhere in the UH system? No If yes, provide details of how this course differs from existing similar courses.

   It is not taught in Hawaii as there is NO veterinary program in the state. The course is taught in other areas - Tacoma, Wa. Community College has Math 124 and 125, Pierce Community College has Medical Dosaging, Colby College has Math 108 Math for Health Professionals and Veterinary Technicians (2).

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

   Industry members came to the college and requested that WCC help build a veterinarian assistant/technician certification for the state. In 2011, all veterinary technicians must attend a 2-year accredited program. This course will ensure that students have the needed mathematical application skills to work in the veterinarian office and to satisfy the 2011 certification.

   There should be no impact on the College Curriculum.

5. Is a similar course taught in 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 criteria for transfer courses.
WCC Form for Course Modifications

Course
Submitted by
Date  February 2, 2009

1. What change is proposed in the course? Provide specific information comparing both the “new” and “old” course.

2. What is the rationale for the change?

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

4. Is the course articulated with any 4-year program? *

   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?

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? * 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? (Go to next page for transfer course criteria.) *
WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number Math 101 Veterinary Assistant Mathematics

Submitted by Peggy Regentine

Date February 2, 2009

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

   None.

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

   Not at this time.

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.
COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community College

DATE SUBMITTED: February 2, 2009

COURSE ALPHA & NUMBER: SEMESTER CREDITS: *

DATE OF OUTLINE: * February 2, 2009 Year *

(** Representative outline, no multiple syllabi, please.)
1. Articulation committee to review this course:

   Standing Committees
   Written Communication
   Mathematical & Logical Thinking
   World Civilizations
   Languages
   Arts & Humanities
   Natural Science
   Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
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<tbody>
<tr>
<td>UH Hilo</td>
<td></td>
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<tr>
<td>UH Manoa</td>
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<tr>
<td>UH West Oahu</td>
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<tr>
<td>Hawaii CC</td>
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<td>Honolulu CC</td>
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<td>Kapiolani CC</td>
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<td>Kauai CC</td>
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<td>Leeward CC</td>
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<td>Maui CC</td>
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<tr>
<td>Windward CC</td>
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</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

__Typed Name or Signature__

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COMMITTEE LEVEL:

1. When the committee has completed its review of a course, the “ARTICULATION RECOMMENDATION FORM” (revised 1/18/2001) should be filled in and attached to the outline. The committee chair should also sign the form.

2. If the committee choice is “accept,” indicate receiving campus core area. If the committee choice is “not recommended,” a reason must be provided. Outlines with missing or incomplete recommendation forms will be returned to the committee.

If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course’s supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. DO NOT SEND THE RECOMMENDATIONS DIRECTLY TO ANY CAMPUS.

RECEIVING CAMPUS:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

3. In all cases where a campus does not accept a course for articulation, it must supply a reason (even if it is “we agree with the committee”).

4. When campus actions are completed, these actions should be conveyed back to the UCA Clearinghouse for recordation and publication

5. The Community College Policy on Acceptance of UCA Reviewed Courses is as follows:

   (a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

   (b) All Community Colleges agree to accept the UCA committee judgment of not-Recommended (nR) without further review.

   (c) This policy is retroactive to the time the current articulation effort started.

   (d) The Community Colleges reserve the right to review and modify core category assignments as necessary to insure appropriate categorization and to realign such assignments if changes are made to the campus core structure. Such modifications shall not interfere with the timely publication of the student transfer handbook.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
ARTICULATED COURSE
CHANGE IN ALPHA/NUMBER/TITLE

Old Course

Course Alpha & Number:

Title:

Revised Course

Course Alpha & Number:

Title:

Semester and Year when the revised course was/will be first offered:

Reason for the change in Alpha/Number/and/or Title:

Note: A current outline of the course must be submitted with this form. Undated outlines are not acceptable.

I certify that this course has had its alpha, number, and/or title changed, but that it is substantially the same course as the course that was reviewed and approved for articulation.

Campus: Windward Community College

Certifying Authority (Typed Name or Signature and Title)

Date:

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor’s Office for CC, 2327 Dole Street

Revised 1/19/01
Windward Community College Mission Statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

Catalog Description
This course is designed for students that enroll in the Veterinary Assistant Certificate program. Topics include the application of mathematical skills to solve applied problems for veterinary assistants with emphasis on dosage, concentration, dilution and drip rates. Also included is mathematical and laboratory terminology.

Student Learning Outcomes
The student learning outcomes for the course are:

1. Define terminology and abbreviations used in measurements and convert from one measurement to another with accuracy on the fly
2. Understand oral and written requests to calculate dosages accurately and quickly
3. Use mathematical formulas to calculate stock solutions to a desired concentration with accuracy
4. Demonstrate proficiency in calculating infusion rates for fluid replacement therapy and for surgery
5. Identify parts of a basic graph to understand medical charts
6. Identify basic statistical terms to make informed decisions from numerical data and information
7. Demonstrate proficiency in performing operations with fractions, decimals, percentages, ratios and proportions without the use of a calculator

Assessment Tasks and Grading
There will be weekly tests, a midterm and a final exam. To receive a passing grade for this course, students must pass each weekly test at an established pass rate or higher.

GRADING: The letter grade for the semester will be assigned as follows:
A 90% - 100% of total points possible
B 80% - 89%
C 70% - 79%
D 60% - 69%
F Below 60%
**Prerequisites**
Grade of “C” or better in MATH 25 or equivalent, satisfactory math placement test score, or consent of instructor.

**Learning Resources and Materials**


**Additional Information**

**Disabilities**
If you have a physical, sensory, health, cognitive or mental health disability that could limit your ability to fully participate in this class; you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

**Electronic Devices in Class Policy**
Cellular phones, pagers, CD players, radios, and similar devices are to be turned off and not used in the classroom.

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**Mathematics for Veterinary Assistants Syllabus**

<table>
<thead>
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<tbody>
<tr>
<td><strong>COURSE CONTENT AND APPROXIMATE TIME TO BE SPENT ON EACH TOPIC</strong></td>
</tr>
<tr>
<td><strong>Unit 1:</strong> Review of mathematical skills with emphasis on applications and terminology for veterinary assistants (2.5 weeks)</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Measurements used in Veterinary Medicine (2.5 weeks)</td>
</tr>
<tr>
<td><strong>Unit 3:</strong> Drug Orders and Medicine Labels (2.5 weeks)</td>
</tr>
<tr>
<td><strong>Unit 4:</strong> Dose Calculation and Syringe Measurement (2.5 weeks)</td>
</tr>
<tr>
<td><strong>Unit 5:</strong> Calculating Intravenous Infusions (2.5 weeks)</td>
</tr>
<tr>
<td><strong>Unit 6:</strong> Other Calculation Methods (2.5 weeks)</td>
</tr>
</tbody>
</table>
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - B. Deletion
   - C. Modification:
     - in credits
     - in title
     - in number or alpha
     - in prerequisites or co-requisites
     - Other

2. New Alpha, Number and Title
   - MUS 253 Elementary Music in Action

3. Credits

4. Old Alpha, Number and Title
   - MUS 253 Basic Experiences of Music

5. Credits
   - 3 credits

6. New Catalog Description
   Deals with musical concepts, philosophy & pedagogy; the use of media, singing, movement, and instruments; and resources for an active elementary classroom. Presents correlation between music and brain development in early childhood. Intended for Education majors. Music is a vital stimulus to the developmental process and contributes to the emergence of positive self-esteem. Elementary education candidates learn to apply appropriate strategies in order to provide music making as part of everyday classroom activities. (3 hrs. lect.) WCC:DA

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or
   - Recommended Preparation

8. Student Contact Hours Per Week
   - Lecture 03
   - Lecture/Lab
   - Lab
   - Other (click to specify)

9. Proposed Date of First Offering
   - Semester
   - Fall
   - Year
   - 2009

10. This course
    - is proposed for the * Program.
    - can fulfill * If Other, specify Diversity Arts

11. This course
    - Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Manoa</td>
<td>MUS 253 Elementary Music in Action</td>
<td>KauaiCC</td>
<td>MUS 253 Basic Experiences of Music</td>
</tr>
<tr>
<td>KapiolaniCC</td>
<td>MUS 253 Basic Experiences of Music</td>
<td>LeewardCC</td>
<td>MUS 253 Music for Classroom Teachers</td>
</tr>
<tr>
<td>MauiCC</td>
<td>MUS 253 Basic Experiences of Music</td>
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13. This course is (check one and click in appropriate textbox and provide details):
   - Already articulated with University of Hawaii System
   - Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   - Part of General Education Course Articulation, Fall-2002 - Present, updated November 2007. Required pre-major course for elementary education majors beginning Fall 2008.
   - Appropriate for Articulation with
   - Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:
   - Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   - Match the new name used as UH Manoa

Requested by:  
Department Chairperson  
Date

Approved by:  
Curriculum Committee Chairperson  
Date

Faculty Senate Chairperson  
Date

Dean of Instruction  
Date

Provost  
Date

CCC #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

CCCM #6100 (Amended for WCC use October 2002)
## Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: MUS 253

<table>
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<th>Signatures</th>
<th>Dates</th>
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1. **Department Area** (more than one departmental instructor’s signature required)

   ___________________________________________  ___________________________

   ___________________________________________  ___________________________

   ___________________________________________  ___________________________

   ___________________________________________  ___________________________

2. **Department**

   ___________________________________________

   **Department Chairperson**

   Was this course discussed in a department meeting? ☐ Yes ☐ No  ___________________________

3. **Division**

   ___________________________________________

4. **Curriculum Committee Review**

   Approved ☐

   Disapproved ☐

   **Reason:**

   ___________________________________________

   **Curriculum Committee Chairperson**
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
New Course Proposal Form – Go to next page for Course Modification

WCC Form for New Course Proposals
(This sheet was originally pink.)

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

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 in 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 criteria for transfer courses.
University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course  
Course Modification Form – Go to next page for Articulation Form

WCC Form for Course Modifications

Course MUS 253  
Submitted by Gloria Faltstrom  
Date  February 2, 2009

1. What change is proposed in the course? Provide specific information comparing both the “new” and “old” course.

   Change in Title

2. What is the rationale for the change?

   UH Manoa has asked all the community colleges to change the title of the course to match the one being used at that campus, as well as to adopt the teaching methods of the UH campus.

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? Yes

   If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

   Part of General Education Course Articulation, Fall-2002 - Present, updated November 2007.  
The change in emphasis of the course was initiated by current instructor at UH and is the result of an agreement with all community college MUS 253 instructors.

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?

   No costs at present. In the future, it would be advantageous to purchase Orff classroom instruments. Course will taught by currently faculty.

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?  
   (Go to next page for transfer course criteria.) Yes

CCCM #6100 (Amended for WCC use September 2002)  
Original dated WCC 9/91
WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number

Submitted by

Date February 2, 2009

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.
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

**COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)**

ORIGINATING CAMPUS: Windward Community College  DATE SUBMITTED: February 2, 2009

COURSE ALPHA & NUMBER: ____________________________  SEMESTER CREDITS: *

COURSE TITLE: ____________________________

DATE OF OUTLINE: February 2, 2009  Year *

**(Representative outline, no multiple syllabi, please.)**

1. Articulation committee to review this course:

   Standing Committees
   
   Written Communication
   Mathematical & Logical Thinking
   World Civilizations
   Languages
   Arts & Humanities
   Natural Science
   Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.

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<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
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<tbody>
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<td>UH Hilo</td>
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<td>UH Manoa</td>
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<tr>
<td>UH West Oahu</td>
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<td>Windward CC</td>
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</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

   ____________________________
   Typed Name or Signature

**Note:** If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

**Note: UCA Clearinghouse**

John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course  
Articulation with 4-year UH Campus Form  

COMMITTEE LEVEL:

1. When the committee has completed its review of a course, the “ARTICULATION RECOMMENDATION FORM” (revised 1/18/2001) should be filled in and attached to the outline. The committee chair should also sign the form.

2. If the committee choice is “accept,” indicate receiving campus core area. If the committee choice is “not recommended,” a reason must be provided. Outlines with missing or incomplete recommendation forms will be returned to the committee.

If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course’s supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. DO NOT SEND THE RECOMMENDATIONS DIRECTLY TO ANY CAMPUS.

RECEIVING CAMPUS:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

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   (a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

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Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

ARTICULATED COURSE
CHANGE IN ALPHA/NUMBER/TITLE

Old Course

Course Alpha & Number:
Title:

Revised Course

Course Alpha & Number:
Title:

Semester and Year when the revised course was/will be first offered:

Reason for the change in Alpha/Number/and/or Title:

Note: A current outline of the course must be submitted with this form. Undated outlines are not acceptable.

I certify that this course has had its alpha, number, and/or title changed, but that it is substantially the same course as the course that was reviewed and approved for articulation.

Campus: Windward Community College
Certifying Authority (Typed Name or Signature and Title)
Date:

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor's Office for CC, 2327 Dole Street
Revised 1/19/01
REL 297 Special Topics in Religion
3 credits

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
TELEPHONE:
EFFECTIVE DATE:

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Students will investigate important topics in the study of religion. A student may enroll and receive credit for this course more than one time (for different topics). A specific course description will be printed in the schedule of classes. WCC: DH

Activities Required at Scheduled Times Other Than Class Times

No special activities are required outside of class time.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Identify the important concepts and facts associated with the topic under examination.

2. Explain cause and effect relationships in connection to the topic discussed.

3. Compare and contrast various religions’ ideas of the topic.

4. Relate the topic to contemporary events.
COURSE TASKS

The course will be centered on the following tasks, which serve as both learning and assessment tools.

- **Take two exams.** Exams will be based on material covered in class and the course readings.
  - Exams contain essay questions. You will receive possible essay questions before the exam to enable you to better prepare.
  - Exam 2 is not cumulative.
  - To do your best on each of the exams, it helps to cultivate good listening, studying, and note-taking skills.

- **Complete portfolio assignments before the portfolio draft collection date and complete all portfolio entries before the final collection date.** There will be assignments throughout the semester that are intended for your end of the semester portfolio. Guidelines regarding the portfolio will be distributed during the first week of classes.

- **Complete a variety of in-class activities and home work assignments including think logs, card swaps, webbing, debates, flashcard ‘quiz,’ movers and shakers, pair square, popcorn reading, reading quizzes, role play, silent Socratic dialogue, toss a ‘test,’ crossword puzzles, word searches, symbolism identification, game shows, etc.**
  - These assignments enhance your analysis, synthesis, and critical thinking skills. They also enable you to reflect on themes in class and comprehend the topics in a more sophisticated manner.
  - Groups will typically consist of 3-4 members, and will usually be randomly assigned. The instructor acknowledges that not all students feel comfortable performing in front of the class. You will not have to participate in all of the activities. For example, role-playing and popcorn reading calls on volunteers and is not a requirement in order to pass the class.
  - For some of these in-class activities you will receive detailed feedback. For other assignments you may only receive a check mark indicating full credit.
  - Since group assignments require being present for class, you will **not** be able to make-up these assignments, regardless of reason, if class is missed. On the other hand, if you have a coupon, you will be allowed to make-up think logs. It is also your responsibility to see me to get any make-up assignments.
  - Some of these assignments will be collected **randomly.** Keep all assignments in your pocket folder and bring it to every class.

ASSESSMENT TASKS AND GRADING

**Grades will be based on the following:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Draft</td>
<td>10%</td>
</tr>
<tr>
<td>Portfolio Final</td>
<td>20%</td>
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<tr>
<td>2 Exams (15% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Homework assignments</td>
<td>20%</td>
</tr>
<tr>
<td>In class assignments and attendance</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Grades available:
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below

N= The ‘N’ grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies.

**LEARNING RESOURCES**

*Sacred Place* by Jean Holm

**Course Reader**

**Additional Information**

**Make-up Policy:**
Students are expected to attend all classes, arrive on time, and remain for the entire class period. Students who miss class are responsible for material covered in their absence. Consult with peers or the instructor to make up missed work. Make-up assignments are only allowed if you use a NQA coupon. Students are provided with two *No Questions Asked* coupons that enable them to turn in a written assignment or make up an exam up to **two weeks past the due date** (the final may only be taken up to three days later). Without the NQA coupon, late work will not be accepted. Coupons may not be shared or replicated.

**Academic Honesty:**
Students are expected to act with personal integrity, to respect other students’ opinions and property, and to help create an academic environment in which discussion is encouraged. Students are expected not to engage or tolerate acts of plagiarism, cheating, copying, fabrication of citations, or other acts of academic dishonesty. Students charged with academic dishonesty face serious consequences that range from an F grade for the assignment to a Fail grade for the course.

**Extra Credit:**
Extra credit can be earned by writing a two-page double spaced reaction paper to a class lecture, discussion, reading, or video or by attending a religious event. Religious events occurring on the island are posted on the website under ‘special announcements.’ Students may write up to **five extra credit papers**. All extra credit must be received by December 9th, 2008.

**Cell Phones:**
Kindly do not answer phone calls, text message, or play games on your cell phone during class. The instructor urges you to turn off your cell phone during class. The instructor reserves the right to deduct in class participation points from a student’s grade if cell phones are in use.

**Disabilities Accommodation:**
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale Akoakoa 213 for more information.

RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS

1. **Keep up with the readings!** The readings help reinforce the material. By doing the readings before class, you will feel better prepared, will easily follow along with the notes, and overall will have a more enriching educational experience. In addition, by keeping up with the readings, you will be well-prepared for the exams and other assignments.

2. **Mark up your textbooks.** Highlight key points and ideas. Whenever you are confused or have a question, write a ‘Q’ next to the sentence in the textbook. Define words you do not understand. (Or if you would like to return your textbook at the end of the semester, keep a separate journal of notes from your readings.)

3. **Always take notes in class.** Copy down everything that the instructor has on the PowerPoint slides, KeyNote slides, and the board. Very few of us have a photographic memory ;)

4. **Ask questions if you don’t understand.** Tell me to slow down if I am going too fast. Let me know if you’re having any problems. I am here to help you ☺️ Let me know how I can make this the best educational experience for you!
University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course

1. Type of Action  
   A. Addition ☐ Regular or ☒ Experimental or ☐ Other (click and type to specify)  
   B. Deletion ☐  
   C. Modification: ☐ in credits ☐ in title ☐ in number or alpha ☐ in prerequisites or co-requisites ☐ Other (click to specify)  

2. New Alpha, Number and Title  
   REL 297V Special Topics in Religion  
3. Credits 3 credits

4. Old Alpha, Number and Title

5. Credits *

6. New Catalog Description  
   Students will investigate important topics in the study of religion. A specific course description will be printed in the schedule of classes.

7. Select box and type specific information in text box.  
   Prerequisites ☐ Corequisites or ☒ Recommended Preparation  
   REL 150 or REL 151

8. Student Contact Hours Per Week  
   Lecture 3  
   Lecture/Lab Lab  
   Other (click to specify)

9. Proposed Date of First Offering  
   Semester Fall  
   Year 2009

10. This course ☐ is proposed for the Liberal Arts Program Program. ☒ can fulfill AA Elective If Other, specify

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
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</tbody>
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13. This course is (check one and click in appropriate textbox and provide details):  
   ☐ Already articulated with  
   Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:  
   ☐ Appropriate for Articulation with  
   Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:  
   ☒ Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:  
   The creation of this course will increase the number of 200 level courses offered, providing students with more educational options. After having taken REL 150 or REL 151, many students are often interested in learning more about religious topics such as the impact of religion on politics, the significance of sacred places, the relationship between religion and the media, etc. This course will allow them to explore those interests in detail.

Requested by:  
Department Chairperson Date

Approved by:  
Curriculum Committee Chairperson Date

Faculty Senate Chairperson Date

Dean of Instruction Date

Provost Date

CCCM #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: REL 297V Special Topics in Religion

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
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1. Department Area (more than one departmental instructor’s signature required)
   
   ______________________________

   ______________________________

   ______________________________

   ______________________________

2. Department
   
   Department Chairperson
   
   Was this course discussed in a department meeting? ☐ Yes ☐ No

3. Division
   
   ______________________________

4. Curriculum Committee Review
   
   Approved ☐
   
   Disapproved ☐
   
   Reason:

   ______________________________

   Curriculum Committee Chairperson
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
New Course Proposal Form – Go to next page for Course Modification)

WCC Form for New Course Proposals
(This sheet was originally pink.)

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

   The creation of this course will increase the number of 200 level courses offered, providing students with more educational options. This course will help students develop their critical thinking skills, writing skills, communication skills, and more. This course will stress analysis and introspection as well.

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?

   The religion faculty will teach the course. No additional support is required to implement 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.

   No

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

   Yes, this course is experimental and unique to Windward Community College. I have the students' interests at heart and feel that the addition of this course would be of interest to them. After having completed REL 150 or REL 151, many students express a desire to continue studying religious issues rather than a particular religion in detail. This course would enable them to do so.

   I would not offer this course every semester so it should not negatively affect the balance of religion courses or humanities courses offered in an academic year.

5. Is a similar course taught in 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 criteria for transfer courses.

CCCM #6100 (Amended for WCC use September 2002)
Original dated WCC 9/91
WCC Form for Course Modifications

Course
Submitted by
Date  February 2, 2009

1. What change is proposed in the course? Provide specific information comparing both the “new” and “old” course.

2. What is the rationale for the change?

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

4. Is the course articulated with any 4-year program? *
   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?

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? * 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? (Go to next page for transfer course criteria.) *
WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number

Submitted by

Date February 2, 2009

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course 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.
University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course  
Articulation with 4-year UH Campus Form  

**COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)**

ORIGINATING CAMPUS: Windward Community College  
DATE SUBMITTED: February 2, 2009

COURSE ALPHA & NUMBER:  
SEMESTER CREDITS: *

COURSE TITLE:  

DATE OF OUTLINE: February 2, 2009  
Year *

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees
   - Written Communication  
   - Mathematical & Logical Thinking  
   - World Civilizations  
   - Languages  
   - Arts & Humanities  
   - Natural Science  
   - Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.

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    Typed Name or Signature

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Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COMMITTEE LEVEL:

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Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

ARTICULATED COURSE
CHANGE IN ALPHA/NUMBER/TITLE

Old Course

______________________________________________

Course Alpha & Number:

Title:

______________________________________________

Revised Course

______________________________________________

Course Alpha & Number:

Title:

Semester and Year when the revised course was/will be first offered:

Reason for the change in Alpha/Number/and/or Title:

______________________________________________

Note: A current outline of the course must be submitted with this form. Undated outlines are not acceptable.

I certify that this course has had its alpha, number, and/or title changed, but that it is substantially the same course as the course that was reviewed and approved for articulation.

Campus: Windward Community College

Certifying Authority (Typed Name or Signature and Title)

Date:

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor's Office for CC, 2327 Dole Street

Revised 1/19/01
REL 297 Special Topics in Religion
3 credits

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
TELEPHONE:
EFFECTIVE DATE:

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Students will investigate important topics in the study of religion. A student may enroll and receive credit for this course more than one time (for different topics). A specific course description will be printed in the schedule of classes. WCC: DH

Activities Required at Scheduled Times Other Than Class Times

No special activities are required outside of class time.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Identify the important concepts and facts associated with the topic under examination.
2. Explain cause and effect relationships in connection to the topic discussed.
3. Compare and contrast various religions’ ideas of the topic.
4. Relate the topic to contemporary events.
COURSE TASKS

The course will be centered on the following tasks, which serve as both learning and assessment tools.

☒ Take two exams. Exams will be based on material covered in class and the course readings.
  o Exams contain essay questions. You will receive possible essay questions before the exam to enable you to better prepare.
  o Exam 2 is not cumulative.
  o To do your best on each of the exams, it helps to cultivate good listening, studying, and note-taking skills.

☒ Complete portfolio assignments before the portfolio draft collection date and complete all portfolio entries before the final collection date. There will be assignments throughout the semester that are intended for your end of the semester portfolio. Guidelines regarding the portfolio will be distributed during the first week of classes.

☒ Complete a variety of in-class activities and home work assignments including think logs, card swaps, webbing, debates, flashcard ‘quiz,’ movers and shakers, pair square, popcorn reading, reading quizzes, role play, silent Socratic dialogue, toss a ‘test,’ crossword puzzles, word searches, symbolism identification, game shows, etc.
  o These assignments enhance your analysis, synthesis, and critical thinking skills. They also enable you to reflect on themes in class and comprehend the topics in a more sophisticated manner.
  o Groups will typically consist of 3-4 members, and will usually be randomly assigned. The instructor acknowledges that not all students feel comfortable performing in front of the class. You will not have to participate in all of the activities. For example, role-playing and popcorn reading calls on volunteers and is not a requirement in order to pass the class.
  o For some of these in-class activities you will receive detailed feedback. For other assignments you may only receive a check mark indicating full credit.
  o Since group assignments require being present for class, you will not be able to make-up these assignments, regardless of reason, if class is missed. On the other hand, if you have a coupon, you will be allowed to make-up think logs. It is also your responsibility to see me to get any make-up assignments.
  o Some of these assignments will be collected randomly. Keep all assignments in your pocket folder and bring it to every class.

ASSESSMENT TASKS AND GRADING

Grades will be based on the following:

<table>
<thead>
<tr>
<th>Task</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Draft</td>
<td>10%</td>
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<tr>
<td>Portfolio Final</td>
<td>20%</td>
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<tr>
<td>2 Exams (15% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Homework assignments</td>
<td>20%</td>
</tr>
<tr>
<td>In class assignments and attendance</td>
<td>20%</td>
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<tr>
<td></td>
<td>100%</td>
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</tbody>
</table>
Grades available:
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below

N = The ‘N’ grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies.

LEARNING RESOURCES

Sacred Place by Jean Holm
Course Reader

Additional Information
Make-up Policy:
Students are expected to attend all classes, arrive on time, and remain for the entire class period. Students who miss class are responsible for material covered in their absence. Consult with peers or the instructor to make up missed work. Make-up assignments are only allowed if you use a NQA coupon. Students are provided with two ‘No Questions Asked’ coupons that enable them to turn in a written assignment or make up an exam up to two weeks past the due date (the final may only be taken up to three days later). Without the NQA coupon, late work will not be accepted. Coupons may not be shared or replicated.

Academic Honesty:
Students are expected to act with personal integrity, to respect other students’ opinions and property, and to help create an academic environment in which discussion is encouraged. Students are expected not to engage or tolerate acts of plagiarism, cheating, copying, fabrication of citations, or other acts of academic dishonesty. Students charged with academic dishonesty face serious consequences that range from an F grade for the assignment to a Fail grade for the course.

Extra Credit:
Extra credit can be earned by writing a two-page double spaced reaction paper to a class lecture, discussion, reading, or video or by attending a religious event. Religious events occurring on the island are posted on the website under ‘special announcements.’ Students may write up to five extra credit papers. All extra credit must be received by December 9th, 2008.

Cell Phones:
Kindly do not answer phone calls, text message, or play games on your cell phone during class. The instructor urges you to turn off your cell phone during class. The instructor reserves the right to deduct in class participation points from a student’s grade if cell phones are in use.

Disabilities Accommodation:
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale Akoakoa 213 for more information.

**RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS**

1. **Keep up with the readings!** The readings help reinforce the material. By doing the readings before class, you will feel better prepared, will easily follow along with the notes, and overall will have a more enriching educational experience. In addition, by keeping up with the readings, you will be well-prepared for the exams and other assignments.

2. **Mark up your textbooks.** Highlight key points and ideas. Whenever you are confused or have a question, write a ‘Q’ next to the sentence in the textbook. Define words you do not understand. (Or if you would like to return your textbook at the end of the semester, keep a separate journal of notes from your readings.)

3. **Always take notes in class.** Copy down everything that the instructor has on the PowerPoint slides, KeyNote slides, and the board. Very few of us have a photographic memory ;)

4. **Ask questions if you don’t understand.** Tell me to slow down if I am going too fast. Let me know if you’re having any problems. I am here to help you 😊 Let me know how I can make this the best educational experience for you!
TO: Credit Curriculum and Academic Affairs Committee
FROM: Math/ Business Department
DATE: November 6, 2008
SUBJECT: Certificate of Competence in Clerical Employment Success

Background:

Many businesses, even Wal-Mart, require job applicants to apply online. Other firms may require applicants to download a form, which can later be mailed or e-mailed. Entry-level clerical positions require basic computer skills, telephone skills, and knowledge of the job application process.

Purpose:

The purpose of this certificate is to provide students with a certificate that combines career-search skills with basic clerical skills, allowing graduates to qualify for entry-level clerical positions.

The following courses will be required:

BUSN 166 covers the following student learning outcomes:

1. Integrate career-searching techniques for successful employment
2. Utilize resources needed to find a job
3. Develop and assess a career portfolio for ongoing career development

BUSN 121 covers the following student learning outcomes:

1. Key by touch when inputting information (alphabetic, numeric, and symbolic), using proper techniques with accuracy.
2. Use the computer’s operating system to manage documents and folders.
3. Produce basic mailable business documents in a timely manner using word processing software.

BUSN 160 (proposed new course)

1. Handle incoming and outgoing telephone calls with courtesy and professionalism.
2. Learn to select from several methods of communication, including facsimile (Fax), e-mail, text, and voice messaging to fit the need.
3. Develop awareness of basic postal and shipping alternatives, including express mail and other delivery systems.

Requested by: ___________________________________________ Date
Department Chairperson

Approved by: ___________________________________________ Date
Curriculum Committee Chairperson

_________________________________________ Date
Faculty Senate Chairperson

_________________________________________ Date
Dean of Instruction

_________________________________________ Date
Provost

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor’s Office for CC, 2327 Dole Street
Revised 1/19/01
Levels of Review of Certificate of Competence Proposal at Windward Community College

Title: Certificate of Competence in Clerical Employment Success

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
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1. Department Area (more than one departmental instructor’s signature required)

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

2. Department

________________________________________________________

Department Chairperson

Was this course discussed in a department meeting? □ Yes □ No

________________________________________________________

3. Division

________________________________________________________

________________________________________________________

4. Curriculum Committee Review

Approved □

Disapproved □

Reason:

________________________________________________________

Curriculum Committee Chairperson

SUBMIT TO:  UCA Clearinghouse, Attn:  John Muth
Chancellor’s Office for CC, 2327 Dole Street

Revised 1/19/01
Part IV. Self-assessment Matrix for the Faculty Senate.
For: January to November 2009

<table>
<thead>
<tr>
<th>Improvement Statement or Goal (1)</th>
<th>Measurable Outcome (1)</th>
<th>Changes Made as a Result (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform senators through a handout that can be widely distributed on the procedures of working with the faculty senate.</td>
<td>Reduce the (disagree) perception from 19 percent To 15 percent.</td>
<td></td>
</tr>
<tr>
<td>Develop listserv for faculty to become better Informed of faculty senate matters.</td>
<td>Reduce the &quot;do not know&quot; nonmember average of 15 percent to 11 percent.</td>
<td></td>
</tr>
</tbody>
</table>

(1) complete the first two columns for the January 2009 self-assessment.
(2) to be completed for the January to November 2009 self-assessment period after the second annual survey.
Self-Assessment for the WCC Faculty Senate Organization

Part I. General comments regarding the responses to the leaders and governance structures perception surveys for the Faculty Senate

Responses from the survey clearly suggest non-members are less informed about Faculty Senate operations than members. Less familiarity and knowledge is to be expected, since non-members do not participate directly or regularly in Senate operations. However, we believe the lack of knowledge indicated (e.g., 57% of non-member respondents chose neutral to strongly disagree or don’t know to the senate “makes known the procedures associated with working with the Faculty Senate”) can be addressed.

Responses to question about assessment (13-16 in the non-member survey and 24-26 in the member survey) were, in sum, unfavorable (75%-81% of non-members and 75-93% of members responded neutral to strongly disagree or don’t know to those questions) due to the historical lack of assessment. This survey now begins a process that can lead to the improvement of the faculty senate. The Faculty Senate is committed to responding to this assessment tool and others (e.g., Senate members seeking feedback from Departments) to achieve improved performance and effectiveness.

Part II. Strengths revealed by the surveys

These surveys suggest the Faculty Senate’s is strong in its openness to new ideas (e.g., the majority of non-members indicated they agree that the Senate “encourages me to bring forth ideas” and “provide opportunities to bring forth ideas”; 87% of members agreed to the same). Among member respondents, the Senate is also strong in terms of hearing and valuing needs (respectively, 88% and 80% agree) and in providing opportunities for members to participate in decision-making (81% agree).

Part III. Weaknesses revealed by the surveys

A lack of knowledge of procedures associated with working with the faculty senate in the non-member survey responses, as stated above. There is also some indication in the results that the Senate can improve the perception of it receptivity to (51% of non-members selected neutral to strongly disagree) and procedures for (39%) bringing new ideas.

Over one third (38%) of non-member respondents don’t know if the Senate provides effective mechanisms for students to participate into the decisions of the Senate and 19% strongly disagree. Of member respondents, 18% disagree with this and 19% don’t know. Although the ASU has a standing invitation to send a representative to meetings, the role of students in Faculty Senate and how to facilitate appropriate input from them are issues that needs to be discussed.

Part IV. Self-Assessment Matrix for the Faculty Senate for January to November 2009

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<th>Changes Made as a Result (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disseminate procedures for working with the Faculty Senate via a handout and campus website to inform senators and others. The handout might include current Senate membership, schedule of meetings, description of subcommittees (roles and responsibilities) and other useful information.</td>
<td>Reduce the disagree responses to non-member question #7 from 19% to 15%.</td>
<td></td>
</tr>
<tr>
<td>Develop a faculty listserv for faculty to facilitate the communication of information regarding faculty concerns.</td>
<td>Reduce the average don’t know non-member response rate across all questions from 15% to 11%.</td>
<td></td>
</tr>
</tbody>
</table>

(1) Complete the first two columns for the January 2009 self-assessment.
(2) Complete the third column in the January to November 2009 self-assessment period, after the second annual survey.