1. Approval of 3/3/09 Minutes

Change: revise wording of item 9b

MOTION TO APPROVE MINUTES OF 3/3/09 WITH THE CHANGE AS NOTED [1ST KALANI M.; 2ND TARA S.; UNANIMOUS]

2. CCAAC Report

ICS 197 Introduction to Programming Through 3D Animation (experimental)
Paul Field was not present. There was some discussion about the experimental status of this course and past courses.

MOTION TO APPROVE ICS 197, INTRODUCTION TO PROGRAMMING THROUGH 3D ANIMATION [1ST TARA S., 2ND RON L.; UNANIMOUS]

3. Election Results

Dave reported that we got a 60% response rate in our online election. Senators reported hearing no complaints or negative feedback about the voting process. (Votes are given in parentheses.)

Chair 2 (Off-Campus Chair): Libby Young (42); Floyd McCoy (1); Leslie Lyum (1); Jean Shibuya (1)
Chair 3 (Presiding Chair): Ron (45)
CCAAC Chair: Paul Field (45)

The next step would normally be to select new Department Chairs. However, Dean Coberly reported that all DCs are in the first year of their 2-year terms, so no elections will be held. Because of this, we will now move straight to Strategic Plan and Budget Committee Elections (Tara).

Leslie asked how credit-side departments were determined. It is mostly tradition. Dave described the history of Math and Science, which were once one department. Then a request was made to divide them; it was supported by the Faculty Senate and approved by the Dean. Leslie was interested because in VCE, there is a Trades Coordinator, an Autobody Coordinator, and a Coordinator for Culinary. They used to be under one person, but are now split up and have three coordinators representing trades at the administrative meetings. The whole of VCE is considered a program. Jan mentioned that for assessment, trades are combined, but autobody is separate. The three coordinators have supervisory capacity. If the faculty would like a change, Dave recommended that they bring a proposal to the Faculty Senate to seek support.


A. Ron distributed a statement from the NIS:
“...All new initiatives need to be routed through NIC [sic] as soon as they have been approved by CAAC [sic] or if they involve the use of facilities, require funding, or impact scheduling of courses. Initiators would complete a form (see attached) that would be shared with the Senate for information.”

This was revised by consensus to, “Once approved by the CCAAC, all new academic initiatives must be sent to the Faculty Senate Chair who will forward them to the NIS. All other new initiatives involving the use of facilities, requiring funding, or impacting scheduling of courses must also be sent to the Faculty Senate Chair who will forward them to the NIS. Initiators can do this using the New Initiatives Form.”
WCC Faculty Senate Meeting  
Palanakila 117  
March 17, 2009, 12:40pm

B. This is an informational process; no additional steps are required.

C. A New Initiatives Form was also distributed (attached). Suggested changes include changing “program” to “initiative” in all instances. Change “Fall ___ to Spring ___” to “submission date.” Remove “Active/Inactive.”

D. The NIS will revise this procedure and bring it back to the Faculty Senate for approval.

5. Policies and Procedures Subcommittee (PPS) (Toshi I.)

A. Policy on Student Involvement
  • Toshi attended a Student Government meeting and spoke with them about our interest in clarifying the students’ role in Faculty Senate. He has received no response yet and no student representative attended today’s Faculty Senate meeting.
  • Winston reported that Leslie was open to having a student present for general discussions and leaving when inappropriate topics (e.g., personnel issues) are discussed. She did not seem comfortable with students having no representation. Winston will draft a statement about this and talk to Leslie. Marvin recommended that the Student Government also acknowledge the statement in their minutes.

B. GSIEC Procedures
  • Toshi distributed a policy and procedures for Governance Subcommittee of the Institutional Effectiveness Committee (GSIEC; attached).

6. Discussion of Degree and Transfer (Jan)

A. Jan reported that a discussion (and just a discussion) arose in the IEC about whether WCC is an AA degree granting institution or a transfer institution. This came about because IEC is looking at course SLOs. The courses have been matched to the various requirements of the AA degree. This led to questioning whether we are really assessing the AA degree or the program. We will continue assessing the courses no matter what. But, do we have to go further and assess the AA degree? The data shows a very low graduation rate and a high transfer rate. And when students transfer, they do very well.

B. Tara asked, Why can’t we do both? Jan says we can, but we must decide if that’s what we want to do. Jan noted that there two sessions at the upcoming Assessment Conference relate to this: “Assignment Alignment” (Monday, 3/23, 11am, and Tuesday, 3/23, 9:00am). Jan noted that deciding if we’re degree granting, transfer, or both, will determine the assessment we must do. This also involves going back and looking at the purpose of the school.

C. Winston noted that those things mentioned in the Strategic Plan are going to be funded, so we need to take into consideration how our programs and classes fit into this plan.

D. Libby asked the reasons for our high transfer rate and low degree rate. Ron stated that there are some obstacles that make it easier for students to simply transfer than to get the AA. Tara wondered what percentage of students who get an AA also transfer. Also, if someone gets an AA degree here, are they able to automatically be recognized as a third year student at other colleges (answer: it depends). Libby would like to know WHY we transfer more students than get the AA. Jan suggested that one reason is because it is more efficient and beneficial for students to transfer home campus to KCC (e.g., for nursing) or Manoa (e.g., for business) and keep taking some courses at WCC while also working on major courses at the new home school. Kalani asked if this same trend is found on all campuses; Jan reported that for degree programs, it is.

7. Off Campus Chair Report (Libby) No new information; the system-wide meeting is this Thursday.

Adjourned 1:45pm

The next meeting is April 7, 2009.

Respectfully submitted by Pamela DaGrossa, Recording Chair 3/17/09 ♦
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  ICS 197 Introduction to Programming Through 3D Animations
3. Credits 3 credits

4. Old Alpha, Number and Title

5. Credits *

6. New Catalog Description
   Introduction to computer programming and object-oriented programming concepts using movies and games where the concept of “object” is visible and animated in 3-Dimensions (3D). User-friendly software, storyboarding design strategies and 3D animations with objects will be created in 3D virtual worlds. Animations will promote an understanding of basic programming constructs, including control structures and object-oriented programming. Open to all students but especially intended for those with no programming experience. Computer science majors may take this course to prepare for ICS 111. (3 hrs. lect.)

7. Select box and type specific information in text box.
   [ ] Prerequisites  [ ] Corequisites or
   [ ] Recommended Preparation
   Grade of “C” or better in MATH 24 or equivalent, satisfactory math placement test score, or consent of instructor.

8. Student Contact Hours Per Week
   Lecture  3
   Lab  0
   Other (click to specify)

9. Proposed Date of First Offering
   Semester  Fall  Year  2009

10. This course [ ] is proposed for the * 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>
</tr>
</thead>
<tbody>
<tr>
<td>UH Manoa</td>
<td>ICS 110 Introduction to Programming Through 3D Animations (3)</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>KapiolaniCC</td>
<td>ICS 110 Introduction to Programming Through 3D Animations (3)</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>UH Hilo</td>
<td>CS 135 Animation Programming(3)</td>
<td>*</td>
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<tr>
<td>LeewardCC</td>
<td>ICS 110 Introduction to Programming Through 3D Animations (3)</td>
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<td>*</td>
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</table>

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:
   ICS 197 is a pre-programming course that teaches the Alice programming language designed to help students succeed in computer science courses. An NSF-sponsored educational research project states that teaching the Alice language improves the performance, retention, and attitudes of computer science students. (http://www.alice.org/publications/EvaluatingTheEffectivenessOfANewApproach.pdf)
   This course meets several of WCC’s Strategic Plan Action Outcomes (November 2008). ICS 197 will encourage students to pursue a computer science degree which will 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 and increase the number of transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state shortage of qualified workers and where the average wage is at or above the U.S. average ($38,651 YR 2006) (Goal 4.1)
The course will also help increase the number of degrees and certificates awarded in Science, Technology, Engineering, and Math (STEM) fields. (Goal 4.3) ICS 197 will also promote the knowledge, skills, and opportunities that support current and emerging STEM fields and careers by increasing credit STEM course enrollments. (Goal 4.5)
<table>
<thead>
<tr>
<th>Requested by:</th>
<th>Department Chairperson</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Approved by:</td>
<td>Curriculum Committee Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Faculty Senate Chairperson</td>
<td>Date</td>
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<tr>
<td></td>
<td>Dean of Instruction</td>
<td>Date</td>
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<td></td>
<td>Provost</td>
<td>Date</td>
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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:** ICS 197 Introduction to Programming Through 3D Animations

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

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

   [Signatures]

2. **Department**

   [Department Chairperson]

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

3. **Division**

   [Signatures]

4. **Curriculum Committee Review**

   [Approved □]

   [Disapproved □]

   **Reason:**

   **XX**

   [Curriculum Committee Chairperson]
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 meets several of WCC’s Strategic Plan Action Outcomes (November 2008). ICS 197 will encourage students to pursue a computer science degree which will 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 and increase the number of transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state shortage of qualified workers and where the average wage is at or above the U.S. average ($38,651 YR 2006) (Goal 4.1)The course will also increase the number of degrees and certificates awarded in Science, Technology, Engineering, and Math (STEM) fields, (Goal 4.3) ICS 197 will also promote the knowledge, skills, and opportunities that support current and emerging STEM fields and careers by increasing credit STEM course enrollments. (Goal 4.5)

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?

This course is offered to meet the challenge proposed by the vice chancellor to offer more face-to-face night courses. Faculty will teach the 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.

Yes. UH Manoa teaches ICS 110 Introduction to Programming Through 3D Animations (3) and KCC and LCC teach ICS 110 Introduction to Programming Through 3D Animations (3). UH Hilo teaches a similar course CS 135 Animation Programming(3)

4. Is this course experimental and/or unique to Windward Community College? No If yes, provide rationale and details of its impact on the College Curriculum
It is experimental and is NOT unique to WCC. If the course is successful, it will modified to become ICS 110 as the other UH courses.

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. It is taught at UH as a 100 level course and at UH Hilo as a 100 level course.

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.
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.) *
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 March 17, 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: March 17, 2009

COURSE ALPHA & NUMBER: SEMESTER CREDITS: *

COURSE TITLE:

DATE OF OUTLINE: March 17, 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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</thead>
<tbody>
<tr>
<td>UH Hilo</td>
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<td>UH Manoa</td>
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<td>UH West Oahu</td>
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<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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<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 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 a 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
ICS 197 (Introduction to Programming)
3 credits
5:30-6:45 p.m. TTH

INSTRUCTOR: 
OFFICE: 
OFFICE HOURS: 
TELEPHONE: 
EMAIL: 
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

ICS 197 Microcomputer Topics (Introduction to Programming Through 3D Animations (3)

Introduction to computer programming and object-oriented programming concepts using movies and games where the concept of “object” is visible and animated in 3-Dimensions (3D). User-friendly software, storyboarding design strategies, and 3D animations with objects will be created in 3D virtual worlds. Animations will promote an understanding of basic programming constructs, including control structures and object-oriented programming. Open to all students but especially intended for those with no programming experience. Computer science majors may take this course to prepare for ICS 111. (Recommended preparation: Grade of “C” or better in MATH 24 or equivalent, satisfactory math placement test score, or consent of instructor.)

COURSE INFORMATION

Animation programming uses an approach of story-telling and movie-making with a software program named Alice (from Lewis Carroll’s Alice in Wonderland.) Three-dimensional models are used to animate stories and present programming concepts. This language is preparation for beginning computer science majors or students wanting an understanding of computer programming and logical thinking. Alice was developed at Carnegie Mellon University and is available free of charge.

STUDENT LEARNING OUTCOMES

• Demonstrate understanding of programming concepts
• Demonstrate proficiency in programming using Alice including:
  o Use of control structures
  o Use of built-in functions and methods
  o Use of parameters
  o Event-driven programming
  o Use of arrays and lists
• As part of a team, create animation programs demonstrating programming steps including
  o Understand the problem – read a story or legend and understand program requirements
  o Design – create storyboards including scene sketches and pseudo-code
  o Program – Implement storyboards using Alice programming techniques
  o Test – Test individual modules Combine modules and test full program
  o Publish – Convert program to video format and present animation
• Describe technical obstacles and solutions collaboratively
METHOD OF INSTRUCTION

Short lectures and guided demonstrations will highlight programming concepts and will be followed with student lab exercises. If assignments are not completed in class time, additional time outside of class may be required. Some projects will be collaborative and will require time outside of class to complete.

ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>AREA</th>
<th>POINTS</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Assignments (9)</td>
<td>150</td>
<td>23%</td>
</tr>
<tr>
<td>Programming Projects (3)</td>
<td>210</td>
<td>32%</td>
</tr>
<tr>
<td>Tests (3)</td>
<td>300</td>
<td>45%</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>660</td>
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</table>

Lab assignments are based on exercises from the textbook
Programming projects will be collaborative projects.
Tests will be based on class lectures, readings from texts, handouts, and skills learned in class.
Grades for the course will be as follows:

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

Points are deducted for late assignments (20% per week). No assignments will be accepted more than 2 weeks late.

LEARNING RESOURCES

Required Texts:
*Learning to Program with Alice* by Wanda Dann, Steve Cooper and Randy Pausch. Published by Pearson, 2009

Online Resources
- Course Website: [http://www2.hawaii.edu/~vanessa/XXX](http://www2.hawaii.edu/~vanessa/XXX)
- Laulima: [https://laulima.hawaii.edu](https://laulima.hawaii.edu)
- Alice Programming: [http://www.alice.org](http://www.alice.org)

ADDITIONAL INFORMATION

Assignments: All assignments will be posted online. Students are responsible for checking the class web site frequently for class changes, information, and assignments. Assignments should be turned in via email and will be graded via email. No print outs or disks will be accepted. Students are responsible for completing assignments on time.

Email: Students should check their UH email (name@hawaii.edu) frequently for information regarding the class.

Ask Questions: Students are encouraged to ASK QUESTIONS!

Attendance: Students who regularly attend programming classes score better than students who are frequently absent.

Classroom Policy: Be courteous to your fellow students. Turn cellular phones, beepers and other devices to silent ring or off. Refrain from using the computer to play games, surf the internet, chat, email, or other non-class work during class time since this may disturb other students.
Special Assistance:
Any student with a documented disability who would like to request accommodations should contact the Disability Counselor Anne Lemke (lemke@hawaii.edu) as early in the semester as possible.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Introduction &amp; Overview</td>
</tr>
<tr>
<td>Class 3</td>
<td>Program Design &amp; Implementation Chapter 2.1 Lab 1 Due</td>
</tr>
<tr>
<td>Class 5</td>
<td>Functions &amp; Control Structures Chapter 3.1 Lab 2 Due</td>
</tr>
<tr>
<td>Class 10</td>
<td>Tips &amp; Techniques Chapter 8 Tips Lab 3 Due</td>
</tr>
<tr>
<td>Class 11</td>
<td>Test 1</td>
</tr>
<tr>
<td>Class 12</td>
<td>Classes &amp; Objects Chapter 4.1</td>
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<tr>
<td>Class 13</td>
<td>Class Level Methods Chapter 4.3</td>
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<tr>
<td>Class 14</td>
<td>Functions &amp; Decisions Chapter 6.1 - Lab 5 Due</td>
</tr>
<tr>
<td>Class 15</td>
<td>Repetition - conditional loops Chapter 7.2</td>
</tr>
<tr>
<td>Class 16</td>
<td>Events Chapter 5.1</td>
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<td>Class 17</td>
<td>Parameters &amp; Events Chapter 5.2</td>
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<tr>
<td>Class 18</td>
<td>Functions &amp; Decisions Chapter 6.1 - Lab 5 Due</td>
</tr>
<tr>
<td>Class 19</td>
<td>Review &amp; Catch-up Lab 7 Due</td>
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<tr>
<td>Class 20</td>
<td>List Search Chapter 9.2</td>
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<tr>
<td>Class 21</td>
<td>Lists Chapter 9.1</td>
</tr>
<tr>
<td>Class 22</td>
<td>Variables &amp; Arrays Chapter 10.2</td>
</tr>
<tr>
<td>Class 23</td>
<td>Review &amp; Catch-up</td>
</tr>
<tr>
<td>Class 24</td>
<td>Project 3 Presentations</td>
</tr>
<tr>
<td>May 5</td>
<td></td>
</tr>
</tbody>
</table>
New Initiatives Form
Fall _______ to Spring _______

Recreation of NIS Form distributed to Faculty Senate 3/17/09 with revisions noted.

<table>
<thead>
<tr>
<th>Name of Program Initiative</th>
<th>Rationale for Program Initiative</th>
<th>Authorization to Plan (yes/no)</th>
<th>Course(s) Offered</th>
<th>Current Status Active/Inactive</th>
</tr>
</thead>
</table>

Submission Date: ____________________
WCC Policies and Procedures

Title:


Reference:

1. WCC Strategic Plan Action Outcomes and the University of Hawaii System Strategic Outcome #5 (November 2008). Specifically, WCC action outcome 5.7 which states “Refine, document, and annually assess College governance structures, policies, and procedures to ensure appropriate participation, input, and effectiveness.”

2. Recommendation 5 from the ACCJC stating that:

   “The team recommends, to ensure appropriate participation and input, that the college refine its current governance structure policies by including written definition of the roles and responsibilities for all constituent groups and formalize processes and structures for clear, effective communication and reporting relationships. In addition, the college should implement an annual evaluation process to assess the effectiveness of leaders and decision-making which leads to institutional improvements.”

Background and purpose

The ACCJC has charged the College to complete a progress report by March 15, 2009, detailing its progress in responding to the recommendations of the commission from the accreditation visit of 2006.

In conducting this evaluation the College is also guided by the WCC Strategic Plan Action Outcomes (November 2008). Specifically, WCC action outcome 5.7 which states, “Refine, document, and annually assess College governance structures, policies, and procedures to ensure appropriate participation, input, and effectiveness.”

Authority:

The GSIEC is comprised of faculty and staff and is independent in its operation. Organizationally, the GSIEC reports directly to the IEC, and the IEC reports to the Chancellor.

Definitions/categories:

There are no specific terms or categories used.

Procedures:
The charge to the GSIEC is to 1) plan, oversee, and ensure systematic, comprehensive, and continual evaluation of leadership and decision-making and governance structures; 2) to further the development of a culture of evidence related to leadership, decision-making and governance structures, and; 3) to maintain and communicate all materials and reports related to evaluating leadership, decision-making and governance structures. The membership and leadership of the GSIEC is as follows: 1) the Director of Institutional Research (caretaker of the data) serves as the ex-officio convener of the GSIEC, and; 2) the GSIEC is comprised of five senior, tenured faculty and permanent staff selected by the IEC. As a subcommittee of the IEC, the members are notified of their appointment by the Chair of the IEC and serve up to three years. The selection or replacement of members is done on an annual basis by the IEC.

The operation of the GSIEC and the evaluative processes it conducts are as follows: The GSIEC will conduct perception surveys, closely aligned with the four themes of Standard IV. A., to objectively measure faculty and staff perceptions of the institution’s leadership, decision-making, and governance structures. The sequence of survey administration of the identified leaders and governance structures is shown in Table 1. Table of Leaders and Governance Structures. The surveys will measure performance outcomes that can be tabulated, analyzed and followed in succeeding years. The GSIEC will first transmit the results of the survey to the leader or governance structure. The leader or governance structure will conduct a self-assessment based upon the surveys and formulate improvement outcome statements to serve as goals to be achieved in the following assessment period. The GSIEC will review the data and outcome statements for congruence and substance, and if necessary, interact with the leader or governance structure to arrive at the outcome statements and to provide measurable outcome statements. The data and self-assessment information will be forwarded to the Chair of the IEC and the Director of Planning and Program Evaluation for inclusion in annual assessments and program review and for posting on a private webpage and a paper copy will be available in the Library. The GSIEC evaluation process will be assessed and changes made as indicated by the evaluation at the end of the first year of operation and thereafter annually. The sequence of the evaluation process is shown in Figure 1. Assessment Flow Chart for Leaders and Governance Structures.

The long-range goal of the process is to institutionalize and promote effective governance of the College and to contribute to the culture of evidence regarding the improvement of governance at the College.

**Timeline:**

The GSIEC conducts assessment of leaders and governance structures on an annual basis.

**Exclusion:**

There are no exclusions from this policy/procedure.

**Responsibilities:**

The GSIEC and IEC are responsible for updating this policy or procedure.
**Effective date:**

Fall 2008.

**Revised date:**

No revision has occurred to date.

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**Table 1.** Table of Leaders and Governance Structures. (this table presents the sequence for evaluating leaders and governance structures)

<table>
<thead>
<tr>
<th>Evaluation Period</th>
<th>October to December</th>
<th>January to February</th>
<th>March to April</th>
</tr>
</thead>
<tbody>
<tr>
<td>annually as needed</td>
<td>Faculty Senate</td>
<td>Aesthetics Committee</td>
<td>Accreditation Steering Committee</td>
</tr>
<tr>
<td></td>
<td>Chair 1 - Windward</td>
<td>CCAAC - Instruction</td>
<td>(when active)</td>
</tr>
<tr>
<td></td>
<td>Chair 2 - System</td>
<td>CAAC - ETC</td>
<td>Academic Department Chairs</td>
</tr>
<tr>
<td></td>
<td>Chair 3 - Recording</td>
<td>Deans Advisory Council</td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>Office of Administrative Services</td>
<td>International Education</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td></td>
<td>Office of the Chancellor</td>
<td>Ke Kumu Pali</td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Office of Instruction</td>
<td>Marketing Committee</td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td>Vice Chancellor</td>
<td>Master Planning and Space</td>
<td>Business and Mathematics</td>
</tr>
<tr>
<td></td>
<td>Assistant Dean 1</td>
<td>Utilization Committee</td>
<td>Budget Committee</td>
</tr>
<tr>
<td></td>
<td>Assistant Dean 2</td>
<td>Staff Development Committee</td>
<td>Enrollment Management Committee</td>
</tr>
<tr>
<td></td>
<td>Student Services</td>
<td>Technology Vision Committee</td>
<td>ETC Coordinators</td>
</tr>
<tr>
<td></td>
<td>Vocational and Community Education</td>
<td></td>
<td>Institutional Effective Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strategic Planning Committee</td>
</tr>
</tbody>
</table>
leader or structure perform activities during assessment period

annual web survey of leader or structure is administered

results of survey and other information are summarized and presented to leader or structure for self-evaluation

self-evaluation is reviewed and outcomes and expectations for the next period are jointly established

Improvement by leader or structure occurs

assessment process continues in next period

results of the process are widely-communicated through web postings and included in annual assessment and program reviews

Figure 1. Assessment Flow Chart for Governance Structures and Leaders.