

# Curriculum Committee Report to the Faculty Senate

## January 24, 2018

The Curriculum Committee approved the following curriculum requests and course proposals and asks the Faculty Senate to accept the committee's recommendations.

### **IMPORTANT:**

All courses with an alpha of NEW will be changed to PHYL once Leeward CC receives approval to use this new alpha. All courses with an alpha of NEW2 will be changed to ENT once Leeward CC receives approval to use this new alpha.

### Courses:

#### New Courses

#### **AG 104 – Food Safety & Post-Harvest Handling (1)**

New

#### **Rational For Change:**

This is a new course to fulfill requirements in the proposed Aquaponics Certificate of Competence in the PBT program.

#### **Catalog Description**

This course examines food safety requirements for farms and explores and evaluates post-harvest handling of products including vegetables, fruits, meats, and flowers. Students will also identify and evaluate standard wholesale and retail packaging for various farm products and review worker protection standards.

#### **Course Content**

This course is based on the best practices for food safety outlined by the US Department of Agriculture Food Safety for Growers Certificate which is a new requirement for all farm employees. All instructors teaching the course will be Food Safety Certified to ensure that all current guidelines are taught.

#### **Learning Outcomes**

- Describe proper pre-harvest, harvest and post-harvest handling of food and other perishable farm products.
- Explain or interpret requirements for food safety certification and worker protection standards.

#### **Note From Curriculum Chair**

We voted on this course twice, due to having stipulation that this course needs to be part of a 2-year degree. After I was able to do more research I was able to determine this was not the case according to UHCCP 5.203. The voting results below are from the second vote.

**Vote:**

Yes	No	Abstain	No Mark
17	0	0	0

**BUSN 232 – Microsoft Excel for Business (3)**

New

**Rational For Change:**

Based on input from the Business Technology Industry Advisory Committee that graduates need more Microsoft Excel skills, BUSN 232 Microsoft Excel for Business builds on what is learned in BUS 101 Business Information Systems and BUS 201 Advanced Business Information Systems. BUSN 232 is already required in the BTEC program at UH Maui College.

**Catalog Description**

Covers business spreadsheets with special attention to advanced techniques required by experts. Develops critical thinking skills for applying software tools to business problems. Covers financial and logical functions, custom formatting, charts and graphs, multi-sheet and shared workbooks, formula auditing, data importing, web features, one-variable and two-variable data tables, decision-making functions, and application development tools.

**Prerequisite(s)**

- Earned a minimum grade of: Standard Letter A-F (L) C in
  - BUS 101 - Business Information Systems
- Or Instructor Approval

**Learning Outcomes**

- Analyze business scenarios using advanced Microsoft Excel tools
- Apply Microsoft Excel decision-making tools to business situations
- Create custom templates and macros to automate Microsoft Excel tools
- Present summary data according to business industry standards

**Vote:**

Yes	No	Abstain	No Mark
13	1	0	0

**GEOG 122 – Geography of Hawai`i (3)**

New

**Rational For Change:**

This is a new course.

### Catalog Description

This course examines the physical, biotic, cultural, and socio-economic elements of Hawai'i. These include the study of volcanism, climatic diversity, water features, vegetation, population and land use patterns, and cultural expression, with a focus on understanding the interrelation and inseparability of physical processes and human activities.

### Course Content

Course content is appropriate and relevant and meets the rigor and outcomes expected in a regionally focused geography course. The course outline is consistent with the outlines for the same course taught at UH Manoa and among the UHCCs. Geography faculty from O'ahu community colleges meet annually with the Chair of Geography from UH Manoa to ensure consistency across the campuses and to maintain the relevance and currency of the course.

- I. Course introduction: Geography and the geographic approach
- II. Volcanism and island development
  - a. Volcanoes
  - b. Geomorphology
- III. III. Atmosphere and Climate
  - a. Wind and rain
  - b. Hydrology
  - c. Climate
- IV. Biogeography and Ecosystems
  - a. Freshwater biomes
  - b. Marine ecosystems
  - c. Terrestrial ecosystems
- V. V. Population and Settlement
  - a. Polynesian settlement
  - b. Language, culture, spirituality
  - c. Land use and land cover change
- VI. Livelihood, Environment and Culture
  - a. Agriculture, Tourism, Military
  - b. Endangered and invasive species
  - c. Climate change

### Learning Outcomes

- Apply basic geographic concepts and theories to identify and describe environmental and cultural processes in the Hawaiian Islands.
- Analyze geospatial data to explain the natural, cultural and socio-economic histories of Hawai'i.
- Interpret current environmental issues with reference to the historical, physical, cultural geography of the Hawaiian islands.

### Vote:

Yes	No	Abstain	No Mark
17	0	0	0

## HWST 281 – Ho‘okele I: Hawaiian Astronomy and Weather (3)

NEW

### Rational For Change:

This is a new course.

### Catalog Description

Introduction to the basic principles and techniques of contemporary Pacific voyaging and their basis in astronomical, atmospheric, and other natural phenomena.

### Prerequisite(s)

- Earned a minimum grade of: Standard Letter A-F (L) C in
  - [HWST 107](#) - Hawai'i: Center of the Pacific

### Course Content

This course is consistent with the same course offered at UH Mānoa, Kapi`olani CC, Honolulu CC, and Kaua`i CC.

The course is constructed in three (3) units and utilizes, but is not limited to, the following schedule:

UNIT 1 - KŪKULU O KA LANI Topics: Course introduction; Introduction to contemporary voyaging and the Hawaiian star compass. Pacific geography. Introduction to star lines as tools of Pacific navigators. Overview of basic wayfinding tools and techniques. The celestial sphere and star map. Hawaiian concept of the universe and the movement of celestial bodies.

UNIT 2 - KAIWIKUAMO‘O AND MANAIKALANI Topics: Star line 1: Kaiwikuamo‘o – Hawaiian and other names of stars and constellations, associated stories, north & south pointers, star declinations. Star line 2: Manaiakalani – Hawaiian and other names of stars and constellations, associated stories, north & south pointers, star declinations. Steering by stars and swells.

UNIT 3 - KA LUPE O KAWELO AND KE KĀ O MAKALI‘I Topic: Starline 3: Ka Lupe o Kawelo – Hawaiian and other names, constellations and associated stories, north & south pointers, star declinations. Starline 4: Ke Kā o Makali‘i – Hawaiian and other names, constellations and associated stories, north & south pointers, star declinations. Wayfinding techniques II – Using stars to estimate latitude and tell time. Wayfinding techniques III – Predicting weather.

### Learning Outcomes

- Explain the terminology used in contemporary Pacific wayfinding.
- Describe the tools, components, and techniques used by contemporary Pacific wayfinders, such as celestial bodies, atmospheric elements and other natural phenomena.
- Explain the role of oral traditions in contemporary wayfinding.
- Explain the connections between Hawaiian worldview and Pacific wayfinding.
- Compare and contrast contemporary Pacific and Western wayfinding techniques.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

**HWST 281L – Ho‘okele I: Hawaiian Astronomy and Weather Lab (1)**

NEW

**Rational For Change:**

This is a new course

**Catalog Description**

Companion laboratory to HWST 281 (Ho‘okele I: Hawaiian Astronomy & Weather). The laboratory and field activities in HWST 281L provide students with an introduction and opportunity to apply the basic principles, techniques, and experimental methods of contemporary Pacific wayfinding learned in HWST 281.

**Prerequisite(s)**

- Earned a minimum grade of: Standard Letter A-F (L) C in
  - HWST 281 - Ho‘okele I: Hawaiian Astronomy and Weather
- Or concurrently enrolled in these courses:
  - HWST 281 - Ho‘okele I: Hawaiian Astronomy and Weather

**Course Content**

This course mirrors the three units in HWST 281 and utilizes, but is not limited to, the following schedule:

UNIT 1 - KŪKULU O KA LANI Topics: Introduction to the Hawaiian star compass and star lines, declinations and other astronomical and atmospheric elements Components of the Hawaiian star compass and Micronesian star compass Observations of celestial bodies and their mechanics, and their use in voyaging Hawaiian worldview and concepts of the universe Starlines - Kaiwikuamo‘o and Mānaiakalani

UNIT 2 - KAIWIKUAMO‘O AND MANAIKALANI Topics: Starlines - Ka Iwikuamo‘o, Mānaiakalani Rising points of stars; oral tradition and literature associated with celestial bodies and these star lines North & south pointers; Steering by stars from live site visit

UNIT 3 - KA LUPE O KAWELO AND KE KĀ O MAKALI‘I Topics: Starlines - Ka Lupe o Kawelo, Ke Kā o Makali‘i Rising points of stars; oral tradition and literature associated with celestial bodies and these star lines North & south pointers; Estimating latitude and time using celestial bodies Fundamentals of steering by stars

**Learning Outcomes**

- Use the terminology of Pacific wayfinding.

- Apply the tools, components, and techniques used by contemporary Pacific wayfinders to navigate.
- Use celestial bodies and other astronomical elements to navigate.
- Interpret oral traditions in the context of Pacific wayfinding.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

**HWST 281 – Kūkulu Mana’o: Hawaiian Studies Capstone Project (1)**

NEW

**Rational For Change:**

This is a new course. This course will be required of all AA in Hawaiian Studies majors, and be an element in program assessment.

**Catalog Description**

This is the capstone course for the AA in Hawaiian Studies Program. It requires students to integrate knowledge gained in the Associate in Arts in Hawaiian Studies program. Students will collaborate with faculty to design and complete a project which demonstrates that students can describe aboriginal Hawaiian linguistic, cultural, historical and political concepts, apply those concepts in other areas, and analyze topics relevant to the aboriginal Hawaiian community.

**Prerequisite(s)**

- Earned a minimum grade of: Standard Letter A-F (L) C in
  - HWST 107 - Hawai'i: Center of the Pacific
  - HWST 270 - Hawaiian Mythology
  - HAW 101 - Elementary Hawaiian I
  - HAW 102 - Elementary Hawaiian II

**Course Content**

The purpose of HWST 292: Kukulua Manao - Hawaiian Studies Capstone Project is to provide students the opportunity to demonstrate mastery of knowledge gained from the Associates in Arts in Hawaiian Studies degree program.

This is a culminating course for students who have completed the core Hawaiian Studies courses and therefore have foundational knowledge and skills relevant to the Hawaiian Studies field. Students will design and complete a culminating project that integrates knowledge gained in the Associate in Arts in Hawaiian Studies program. The course is primarily learner-centered and combines elements of problem-based, project-based, and research-based learning. Some examples of capstone projects include, but are not limited to:

- a) Problem-based inquiries - How could we improve access to Hawaiian food in our community?  
- How could we track and protect the native Hawaiian plant or animal species?

- How could we use Hawaiian culture to better address homelessness in Leeward communities?

**b) Project-based inquiries**

- Create a 3-minute animated short based on a Hawaiian tradition.
- Design an app that shares historical and environmental knowledge about Leeward Community College and the surrounding grounds.

**c) Research-based inquiries**

- What is the history of the area surrounding Leeward Community College?
- What are Hawaiian cultural based perspectives of and approaches to homelessness?

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

**MUS 203P – West African Drum Ensemble 1 (2)**

New

**Rational For Change:**

This course was modified to align the basis with similar courses within the UHCC system. The basis or assigned category of the course has been changed to Lecture and Lab Instruction (LAL).

**Catalog Description**

Students will study and borrow from Traditional West African and Afro-Cuban Drumming and develop performance pieces utilizing elements of STOMP and similar contemporary performance ensembles. This course will culminate with a public performance. May be repeated for additional credits.

**Course Content**

Borrowing from the concepts of various percussion performance ensembles, the aim of MUS 203P is to bring traditional West African drumming into a contemporary performance setting. In light of Leeward CC's Global Studies Initiative, the experiential nature of course content is relevant to students in that it brings specific cultural rhythmic practices into a contemporary performance experience, and therefore a visceral encounter. A musical ensemble is interdependent, cumulative and evolutionary in nature, and creative collaboration remains the focus of the ensemble throughout the semester. Student musicians are expected to perform at their highest level, and to consistently demonstrate professionalism in rehearsals and activities.

**Learning Outcomes**

1. Demonstrate the ability to perform Traditional West African rhythms.
2. Analyze traditional musical patterns and translate them into a contemporary format.
3. Display an ability to modify Traditional West African rhythms into unorthodox contemporary performance genres.
4. Adapt Traditional West African Drum patterns to unconventional instrumentation.

- Describe the historical significance, cultural content and relevance of rhythm performance in traditional African and contemporary Western society.

Vote:

Yes	No	Abstain	No Mark
16	0	0	0

## PSY 212 – Survey of Research Methods (3)

New

### Rational For Change:

This is a modification of PSY 297R that was offered Spring 2018. This course is offered at UH Manoa, UH West O`ahu, Honolulu CC, Kapi`olani CC, and Maui College as PSY 212. It is required for Psychology majors at UH Manoa and UH West O`ahu. We anticipate demand for this course.

### Catalog Description

Survey of standard methods and related conceptual issues employed in psychological research. Both experimental and non-experimental methods will be reviewed.

### Course Content

Course content is appropriate and relevant as it meets the rigor and outcomes expected of a sophomore-level university course. In addition content in the course is consistent with current textbooks published for a research methods course in use at colleges throughout the nation.

### Content Areas include:

History of Psychology, Ways of Knowing & The Scientific Method

Evaluating the Research Literature

Pseudoscience, Goals of Research & APA Style Reporting

Ethics in Research

Research Problems, Operational Definitions & Hypothesis Testing

Sampling, Measurement, Reliability & Validity

Experimental Research Methods & Analysis:

- Between-Subjects Designs & Sources of Bias
- Within-Subjects Designs & Control Problems
- Single-Factor Designs & Control Groups
- Factorial & Multivariate Designs

Descriptive Research Methods & Analysis:

- Correlational Research
- Quasi-Experimental Designs
- Small N Designs, Case Studies & Archival Data
- Interviewing Techniques & Surveys,
- Focus Groups & Program Evaluation

### Prerequisite(s)

- Earned a minimum grade of: Standard Letter A-F (L) C in



- PSY 100 - Survey of Psychology

**Learning Outcomes**

- Use scientific reasoning to interpret psychological phenomena, including the ability to find and evaluate relevant research literature
- Examine and evaluate the basic issues of research in psychology, including terminology, sampling, data collection, measurement, research designs, qualitative and quantitative methods, reporting and ethical considerations
- Explain the uses of basic analytical approaches, including descriptive and inferential statistics

**Vote:**

Yes	No	Abstain	No Mark
17	0	0	0

**Modifications**

**ART 229 – Interface Design I (3)**

Modification

**Rational For Change:**

Change contact hours from 3 to 6 hours.

**Contact Hours Per Week**

**Activity Type**

Lecture

Lab

Other            6  
                         6

**Vote:**

Yes	No	Abstain	No Mark
21	0	0	0

**BUSN 158 – Social Media and Cloud-Based Collaboration for Business (3)**

Modification

**Rational For Change:**

Small change in the name to add "Cloud-Based" to the title in accordance with the agreement of the Business Technology (BTEC) Program Coordinating Council. All campuses offering this course will have the updated title (Hawaii CC, Kauai CC, Leeward CC, UH Maui College).

**Vote:**

Yes	No	Abstain	No Mark
14	0	0	0

**CHEM 272L – Organic Chemistry I Lab (2)**

Modification

**Rational For Change:**

The course hours are being changed to a four hour lab. The course has always been taught as a four hour lab and is taught that way at UH Manoa. The reason it has been officially stated as a five hour lab is because UH Manoa has their course stated officially as a five hour lab, despite always teaching it as four hours. The change will be implemented at all UHCC campuses teaching the course as agreed upon by the multi-campus committee led by Leeward CC Dean of Arts and Science Jim Goodman. The committee does not support UH Manoa's method of officially stating five lab hours and teaching it as four hours.

**Catalog Description**

The first semester laboratory course in organic chemistry covering: molecular structure, stereochemistry, spectroscopy, mechanisms, reactions, and synthesis of organic compounds. (Formerly lab part of CHEM 272B.)

**Vote:**

Yes	No	Abstain	No Mark
14	0	0	0

**CHEM 273L – Organic Chemistry II Lab (2)**

Modification

**Rational For Change:**

The word "Laboratory" is being changed to "Lab." All science labs will have this name change implemented at all UHCC campuses teaching as agreed upon by the multi-campus committee led by Leeward CC Dean of Arts and Science Jim Goodman. Updated credits to 2 credits to match CHEM 272L, which is also a 4 hour lab worth 2 credits. This was also agreed upon in the course alignment meetings and with UH Manoa.

**Catalog Description**

The second semester lab course in organic chemistry covering: molecular structure, stereochemistry, spectroscopy, mechanisms, reactions, and synthesis of organic compounds. (Formerly lab part of CHEM 273B.)

**Vote:**

Yes	No	Abstain	No Mark
14	0	0	0

## DMED 120 – NetPrep Web Development (3)

Modification

### Rational For Change:

Reviewed curriculum information as required by Leeward Community College Policy L5.201, “Policy on Curriculum Review and Revision”. In addition, incomplete fields that were not properly transported over from the previous campus curriculum management system were updated.

### Course Content

The course will be divided into three units, each constituting a third of the semester. The first third of the course will be spent in learning and understanding the HTML code. This unit also covers the history of HTML and its current standards, how the Internet works, and how search engines work. The second unit focuses on the Web layout design, typography, graphics, audio, and video. This unit will also cover cascading style sheets, image maps, frames, and forms. The third unit will focus on the production of a Web site. Managing, testing, evaluating, debugging, and promoting a Web site. This unit will also cover how to publish a Web site and some advanced coding techniques such as JavaScript. At the end of the course each student will have created a Web site with at least five pages. The main page will describe the purpose of the Web site and how visitors can benefit from exploring it. This course covers all topics normally included in an introductory course in Digital Media, as evidenced by all available texts in Web Development.

### Vote:

Yes	No	Abstain	No Mark
21	0	0	0

## DMED 131 – Introduction to Digital Video (3)

Modification

### Rational For Change:

Reviewed curriculum information as required by Leeward Community College Policy L5.201, “Policy on Curriculum Review and Revision”. In addition, incomplete fields that were not properly transported over from the previous campus curriculum management system were updated.

### Course Content

The course will be divided into three sections: A. Pre-Production: Planning and Preparation 20% Introduction into writing of treatments, scripts, storyboards, and budgeting Introduction into proper logistical planning for a shoot. B. Digital Production: Operation and Aesthetics 50% Operational skill development in proper utilization of a digital video camera Aesthetic skill development in proper framing and composition Introduction into basic theories of lighting Introduction into acquisition of sound. C. Digital Post-Production: Operation and Aesthetics 30%

Operational skill development in proper utilization of a non-linear editing system. Aesthetic skill development into continuity-style editing including 180-degree axis, cutting on action, and continuity theories.

**Vote:**

Yes	No	Abstain	No Mark
21	0	0	0

### **DMED 132 – Principles of Video Editing (3)**

Modification

**Rational For Change:**

Reviewed curriculum information as required by Leeward Community College Policy L5.201, “Policy on Curriculum Review and Revision”. In addition, incomplete fields that were not properly transported over from the previous campus curriculum management system were updated.

**Course Content**

The course will be divided into three sections: A. Digital Post-Production: Theory and Aesthetics 30% Address the theoretical concerns relating to post-production with a solid grounding in time-based media. Explorations into integrating sound effectively in a visual narrative medium. Successful visual composition as related to video editing and camera cuts. B. Digital Post-Production: Methods and techniques 50% Skill development in non-linear editing techniques, video compression, sound acquisition, manipulation, and processing. Explorations into sound design in conjunction with image synchronization. Explorations into designing a project flow with seamless transitions. C. Evaluation and analysis of projects and written papers 20% Aesthetic evaluation of project based on principles of design. Technical evaluation of project also including creative and innovative application of technology. Clearly written analysis of projects using appropriate vocabulary.

**Vote:**

Yes	No	Abstain	No Mark
21	0	0	0

### **DMED 133 – Sound Design for Digital Media (3)**

Modification

**Rational For Change:**

Reviewed curriculum information as required by Leeward Community College Policy L5.201, “Policy on Curriculum Review and Revision”. In addition, incomplete fields that were not properly transported over from the previous campus curriculum management system were updated.

**Course Content**

The course will be divided into four sections: A. Sound Design Theory 10% Exploration of sound theory. Exploration of sound design as it relates to acquisition and post-production. B. Acquisition and Recording 30% Skill development in utilization of common recording devices. Skill development technical aspects of recording including channel selection, signal path flow, calibration, and proper record levels. C. Foundations of audio for image 20% Skill development in non-linear editing techniques, for enhancing on-screen images. Skill development in sound design in conjunction with image synchronization and timing of music, sound effects and dialogue. D. Audio Post-Production 40% Skill development of workflow for audio post-production. Skill development in operational usage of a digital audio workstation. Skill development in signal processing/signal routing. Skill development in audio layback.

**Vote:**

Yes	No	Abstain	No Mark
21	0	0	0

### DMED 140 – Principles of Animation (3)

Modification

**Rational For Change:**

1. Review core outline to ensure it is up-to-date with latest assessment results, Mission Statement, Strategic Plan, etc.
2. Ensure currency, rigor, and appropriate SLOs and content.

#### Course Content

The course will cover American history of animation, analyzing how the new techniques came to form what, today, is recognized as an integral part of the film industry. Concurrently, principles that were formed during this period of animation discovery will be discussed and studied through theoretical and practical exercises. Students will produce their own animated projects. The course will include an introduction to a software package that offers key-framing capabilities. Students will also be introduced to how to make their multimedia work available to viewers over the Internet. This course covers topics normally included in an introductory course in Digital Media, as evidenced by available texts in Animation.

#### Learning Outcomes

- Identify key events from the history of animation in the United States.
- Recognize the seven principles of animation.
- Compose basic key-frame and digital animation time-lines using computer software.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

## DMED 141 – Introduction to 3D Animation (3)

Modification

### Rational For Change:

1. Review core outline to ensure it is up-to-date with latest assessment results, Mission Statement, Strategic Plan, etc.
2. Ensure currency, rigor, and appropriate SLOs and content.

### Course Content

Students will learn Modeling and Texturing tools and the fundamental principles of Polygon and Nurbs modeling. Students will work with the technical aspects of 3D animation, familiarizing themselves with animation tools: the graph editor, the channel box, the attribute editor, the exposure sheet, and lighting systems. Students will also begin the hands-on production of their own 3D animated project and be introduced to rendering techniques for film, television and multimedia. Students will then be introduced to making their multimedia work available over the Internet. This course covers topics normally included in an introductory course in Digital Media, as evidenced by available texts in 3D Animation.

### Learning Outcomes

- Create basic object models.
- Apply the principles of traditional animation in a digital context using 3D computer animation software.
- Create a final film through 3D rendering processes.

### Vote:

Yes	No	Abstain	No Mark
20	0	0	0

## DMED 200 – Electronic Portfolio (3)

Modification

### Rational For Change:

Reviewed curriculum information as required by Leeward Community College Policy L5.201, “Policy on Curriculum Review and Revision”. In addition, incomplete fields that were not properly transported over from the previous campus curriculum management system were updated.

### Course Content

The course will be divided into three units each constituting a third of the semester. In the first third of the course, students will decide on the design consideration and preparation of an electronic portfolio. Students will be exposed to several methods of presentation design. This part of the course will also explore different methods for data collection as well as refining previous projects. In the second unit of the course, students will organize their projects in order to produce an electronic portfolio. Students will also be exposed to several kinds of multimedia graphic software such as Adobe DreamWeaver QuickTime, Adobe Animate and Adobe Acrobat.

They will begin hands on production of their own electronic portfolio. In the final unit of the course, students will learn different methods of distribution such as CD-ROM,DVD-ROM, Digital Video and the Internet. Students will then publish their projects so they will be able to show their work to potential employers. This course covers all topics normally included in a 200 level course in Digital Media, as evidenced by all available texts in Electronic Portfolio.

### Learning Outcomes

1. Demonstrate the essential elements of portfolio design and presentation.
2. Create a self-assessment in the form of an electronic resume.
3. Refine, modify and organize previous course projects and make them accessible from the World Wide Web.
4. Use graphic software applications in order to create a cover for the electronic portfolio.
5. Demonstrate and apply several methods of Electronic Portfolio distribution such as CD-ROM, DVD-ROM, Digital Video and the Internet.

### Vote:

Yes	No	Abstain	No Mark
21	0	0	0

## DMED 240 – Animation & Special Effects (3)

Modification

### Rational For Change:

1. Review core outline to ensure it is up-to-date with latest assessment results, Mission Statement, Strategic Plan, etc.
2. Ensure currency, rigor, and appropriate SLOs and content.

### Course Content

The course will be divided into three units each constituting a third of the semester. In the first third of the course, students will learn the basics of digital motion graphics. Students will be exposed to the use of digital key-framing techniques used in multimedia entertainment. This part of the course will also explore the use of dialogue in animation and film. In the second third of the course, students will spend time learning advanced features of of digital compositing and effects tools. They will begin the hands on production of their own animated projects which will include sound effects and dialog. They will utilize drawn, puppet, clay or object animation and use scanners, digital cameras and digital video cameras to accomplish this project. In the final third of the course, students will complete their animation projects. Students will be introduced to advanced concepts in the export of final projects to their final medium such as Digital Video, DVD, and the Internet. These projects will be published in electronic portfolio form and then can be sent to potential employers. This course covers topics normally included in a 200-level course in Digital Media, as evidenced by available texts in Animation.

### Learning Outcomes

- Demonstrate basic digital compositing techniques.

- Demonstrate intermediate digital key frame animation techniques.
- Create a film using digital post-production tools.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

### **DMED 242 – Character Animation (3)**

Modification

**Rational For Change:**

1. Review core outline to ensure it is up-to-date with latest assessment results, Mission Statement, Strategic Plan, etc.
2. Ensure currency, rigor, and appropriate SLOs and content.

**Course Content**

Lectures in this course will revolve around animation and its association with acting. Principles of character design will be explored in conjunction with animation principles and skills developed in the prerequisite. After extensively studying short and feature works, students will be in full production of their own characters and on their film ideas. They will follow a calendar to meet various production deadlines. These deadlines will serve as part of the grade for the course. Students will be working with the methods and software of their choice, but studying the elements of acting and filmmaking that are common among the various approaches. Students will output their productions in a digital format that can be shared via the web and other digital media platforms.

**Learning Outcomes**

- Demonstrate ability to animate a character.
- Demonstrate application of animation principles in character animation.
- Create a character-animated clip with proper planning techniques.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

### **DMED 243 – 3D Modeling and Animation (3)**

Modification

**Rational For Change:**

1. Review core outline to ensure it is up-to-date with latest assessment results, Mission Statement, Strategic Plan, etc.
2. Ensure currency, rigor, and appropriate SLOs and content.

**Course Content**



Students will complete advanced assignments from the official Autodesk tutorial guide. Each project is specifically designed to introduce students with a combination of tools that will broaden their knowledge of the software. Lesson files have been set up prior to the start of classes that will guide the students through the learning of the new techniques. They will make their animation available to viewers over the Internet and export their final projects to digital video. This course covers all topics normally included in a 200-level course in digital media, as evidenced by all available texts in 3D Animation.

#### Learning Outcomes

- Prepare a character for animation with an organic character set-up.
- Animate an object or character mesh with a combination of Maya motion tools.
- Use dynamic simulations to achieve traditional keyframe animation effects.

#### Vote:

Yes	No	Abstain	No Mark
17	3	0	0

### DNCE 108 – Hatha Yoga: Beginning (3)

Modification

#### Rational For Change:

Five Year Review

#### Repeatability

Course is Repeatable

#### Repeat Limit

1

#### Max Credits

6

#### Course Content

This course is based on the scholarship and publications of experts in the field of the yoga tradition. The content is appropriate for beginning students of yoga. All relevant movements and supporting knowledge are discussed and practiced including history and evolution of the yoga tradition as currently manifested in Vedanta. Topics include: The historical overview of the Indus Saraswati River Valley Civilization. The major schools of the yoga tradition including Mantra, Jnana, Karma, Bhakti, Raja, and Hatha. Selected Sanskrit terminology. Selected asanas (yoga postures). Selected bones and muscles of the body.

#### Vote:

Yes	No	Abstain	No Mark
17	0	0	0

## DNCE 131 – Modern Dance I (3)

Modification

### Rational For Change:

System wide alignment

Five Year Review

### Catalog Description

An introduction to modern dance technical skills and creative processes for the beginner. No dance experience is necessary. Students learn body alignment, physical conditioning, dance actions, exercises, and combinations. A variety of music is used. Dance clothes are to be provided by the student. May be repeated once for additional credit.

### Repeatability

Course is Repeatable

### Repeat Limit

1

### Max Credits

6

### Course Content

Course content includes instruction in; warm-up techniques; standing alignment; standing body part articulation exercises; center floor combinations; across-the-floor combinations; stretching; lectures on specifics of alignment, technique, dance vocabulary/definitions, improvisation, composition, movement qualities, and stage/performance terminology; and discussions regarding dance concerts and dance viewed on video. The course content is consistent with beginning modern dance classes taught at Kapi`olani CC and UH Mānoa and other community colleges and universities throughout the nation. Instructors may maintain currency in the field by attending courses in modern dance, ballet, and other movement forms; by attending professional dance performance concerts; and by readings in the field of dance movement, choreography, physical conditioning, and related fields.

### Vote:

Yes	No	Abstain	No Mark
17	0	0	0

## DNCE 132 – Modern Dance II (3)

Modification

### Rational For Change:

System wide alignment

Five Year Review

Complete Missing Items.

**Catalog Description**

Continuation of the study of Modern Dance I. Technical skills and processes, with an emphasis on developing personal responsibility and discipline. Students further develop body alignment, physical conditioning, dance steps, actions, exercises, and combinations. A variety of music is used. Dance clothes are to be provided by the student. May be repeated once for additional credit.

**Repeatability**

Course is Repeatable

**Repeat Limit**

1

**Max Credits**

6

**Course Content**

The dance faculty of the UH System have agreed on the topics to be included in the second level of modern dance. This course reflects the latest trends and topics in modern dance that are taught at colleges throughout the nation.

**Learning Outcomes**

6. Demonstrate increased technical proficiency, articulation, standing alignment, accuracy, range of movement, flexibility, strength and coordination.
7. Identify selected bones and muscles of the body and the impact on technique.
8. Identify more specific dance terminology and a greater variety of dance steps and movements learned in DNCE 131.
9. Demonstrate movement exercises and combinations with an increase in technical ability than in DNCE 131.

**Vote:**

Yes	No	Abstain	No Mark
17	0	0	0

**DNCE 180 –Dance Production (1)**

Modification

**Rational For Change:**

System wide alignment

Five Year Review

Complete Missing Items.

### Catalog Description

The creation of a dance, choreographed by faculty and rehearsed and performed by the students at the Leeward CC Dance Concert on main stage in the Leeward CC Theatre. This concert brings together dancers and choreographers from various dance programs in high schools, UH Manoa and independent dance companies.

### Repeatability

Course is Repeatable

#### **Repeat Limit**

3

#### **Max Credits**

4

### Course Content

DNCE 180 covers the following course content: ongoing rehearsals; theatre terminology and etiquette; promotion, publicity and ticket sales; costumes and props; stage makeup; technical and dress rehearsals; and performance. Course content is appropriate, relevant, and covered in sufficient depth as evidenced by the successful reputation the Dance Concert has achieved. Current theory and practice in the content area is evidenced by the successful reputation of the Leeward CC Dance Concert as supported by dance faculty at Leeward CC and other educational institutions.

### Prerequisite(s)

- Concurrently enrolled in these courses:
  - DNCE 131 - Modern Dance I
- Or concurrently enrolled in these courses:
  - DNCE 132 - Modern Dance I
- Or Consent of instructor.

### Learning Outcomes

- Demonstrate the ability to work within a team to create a dance production for public performance.
- Demonstrate the ability to evaluate the effectiveness of a dance performance.

### Vote:

Yes	No	Abstain	No Mark
17	0	0	0

## ECOM 100 – Introduction to E-Commerce (3)

Modification

### Rational For Change:

Change course description and SLOs as specified by articulation agreement.

### Catalog Description

This course provides an introduction to the technology and history of the internet and its use as an electronic commerce medium from informational websites to full online retail systems. Included in this introductory survey course will be an analysis and evaluation of retail and business-to-business internet-based systems. Coursework includes an analysis of e-commerce websites and internet and email marketing techniques.

### Learning Outcomes

- Create e-commerce content that is adaptable to different target markets and stakeholders.
- Explain e-commerce transaction business models and concepts.
- Develop and apply current e-commerce skills.
- Evaluate contemporary e-commerce analytics.

### Vote:

Yes	No	Abstain	No Mark
20	0	0	0

## ENG 100 – Composition I (3)

Modification

### Rational For Change:

Modifying course prerequisites.

### Prerequisite(s)

- Placement in these courses:
  - ENG 100 - Composition I
- Or earned a minimum grade of: Credit/No Credit (C) **CR** in
  - ENG 22 - Introduction to Composition
- Or earned a minimum grade of: Credit/No Credit (C) **CR** in
  - ENG 24 - Reading, Reasoning, & Writing
- Or earned a minimum grade of: Credit/No Credit (C) **CR** in
  - ENG 24C - Reading, Reasoning, and Writing
- Or permission of this organization's role: -- -- -> Language Arts

### Vote:

Yes	No	Abstain	No Mark
17	0	0	0

## FIN 150 – Personal Finance (3)

Modification

### Rational For Change:

Course review.

### Catalog Description

A goal-oriented approach to personal financial management covering budgeting, use of financial institutions, income tax effects and strategies, credit risk management, investment analysis, risks, alternatives, financial products and markets, retirement planning and estate planning.

Introduction to various financial software programs, including the Internet.

### Prerequisite(s)

- Earned a minimum grade of: Credit/No Credit (C) **CR** in
  - ENG 22 - Introduction to Composition
- Or earned a minimum grade of: Credit/No Credit (C) **CR** in
  - ENG 24 - Reading, Reasoning, & Writing
- Or placement in these courses:
  - ENG 100 - Composition I
- Or equivalent.

### Course Content

1. Evaluate one's financial position; develop personal balance sheets, income statements, budget. (8%) 2. Understand the income tax system; the basics of tax planning and administration. (8%) 3. Discuss the role and uses of financial institutions. (8%) 4. Control risk through insurance: liability, disability, property. (8%) 5. Utilize appropriate types of life insurance. (8%) 6. Understand the investment process: risks vs. rewards, investment alternatives, sources of information. (10%) 7. Evaluate various savings instruments and techniques. (8%) 8. Develop a sound program of credit management. (8%) 9. Understand the characteristics of short-term and long-term debt securities; the inverse relationship between interest rates and market value. (10%) 10. Understand the nature, risks, and rewards of equity investments. (10%) 11. Understand the basics of estate planning, its objectives and its effects. (8%) 12. Utilize software and other financial planning tools. (6%)

### Learning Outcomes

- Create a personal balance sheet, income statement, and budget.
- Discuss the income tax system including the basics of tax planning and administration.
- Discuss the role and uses of financial institutions.
- Discuss the nature, risks, and rewards of equity investments.
- Discuss the basics of estate planning, its objectives and its effects.

### Vote:

Yes	No	Abstain	No Mark
20	0	0	0

## GEOG 101 – The Natural Environment (3)

Modification

### Rational For Change:

Modifying course description and SLOs, and updating course content.

### Catalog Description

GEOG 101 surveys Earth's natural systems including the atmosphere, lithosphere, biosphere, and hydrosphere. Basic elements of the natural environment are examined, especially climate, soils, landforms, water and natural vegetation.

### Course Content

Course content is consistent with many current college-level textbooks published for introductory courses in physical geography; this helps to maintain the relevance and currency of the course. At the beginning of the semester, at least two weeks should be spent on understanding basic geographic principles of latitude and longitude, earth-sun relationships (including the causes of the seasons), varying intensities of solar radiation by length of the day and angle of the rays. Students will also learn about sources of geographic data and fundamentals of geospatial data and digital maps. Lecture topics of this first section include: geographic approach to understanding Earth, the geographic grid: latitude and longitude, size and shape characteristics of Earth, remote sensing methods, Earth-Sun relationships, revolution and rotation of Earth, solstices and equinoxes. The rest of the course discusses the earth from a systems approach, focusing on Earth's four subsystems: 1) the atmosphere: insolation and temperature, atmospheric pressure and winds; 2) the hydrosphere: atmospheric moisture, transient atmospheric flows and disturbances, climatic zones and types; 3) the biosphere: soils, cycles and patterns in the biosphere, terrestrial flora and fauna; 4) the lithosphere: rocks and minerals, landform study, internal processes, plate tectonics, erosion and mass wasting, river systems, and coastal processes.

### Learning Outcomes

- Examine and interpret the underlying processes affecting the Earth's major systems, including the atmosphere, hydrosphere, biosphere and lithosphere.
- Analyze and explain the distribution of natural phenomena on the earth's surface.
- Interpret and analyze information presented on a variety of topographic, meteorological, and biophysical maps.

### Vote:

Yes	No	Abstain	No Mark
17	0	0	0

## GEOG 101L – The Natural Environment Lab (1)

Modification

### Rational For Change:

Update course description, SLOs, content and add Distance Education information.

### Catalog Description

GEOG 101L is laboratory course that examines Earth's natural systems including the atmosphere, lithosphere, biosphere, and hydrosphere. The course includes lab work, field data collection, analysis, and reporting.

### Course Content

The course content is appropriate, relevant, and meets the rigor and outcomes of an introductory laboratory course in the natural sciences. The course content coincides with the material from the lecture course. The laboratory course provide students with practical experience working with problems, maps, graphs, and equipment that illustrate or enhance topics taught in the lecture course. Laboratory exercises include actual problems for many of the topics studied in the GEOG 101 lecture course. Field trips demonstrate local applications of concepts studied in physical geography. Leeward CC's GEOG 101L course description and course syllabi are comparable to and covers identical or similar course material as the same course at UH Manoa and the other UH community colleges. To assure consistency is maintained, geography faculty from UH community colleges and the chair of UH Manoa's geography department meet regularly; course syllabi, curricular modifications, SLOs, exams and course pedagogy are commonly discussed during these meetings.

### Learning Outcomes

- Analyze and interpret geographic information using basic mathematical formulas.
- Interpret and apply information presented on a variety of topographic, meteorological, and biophysical maps.
- Analyze environmental data using a variety of geographic (cartographic, meteorological, ecological and geologic) tools and equipment.

### Vote:

Yes	No	Abstain	No Mark
17	0	0	0

### HSER 256 – Dynamics of Family Violence & Sex Assault (3)

Modification

### Rational For Change:

This course is being aligned with other Human Service UHCC courses for equivalency purposes.

### Catalog Description

This course is designed to encourage the development of knowledge, skills, and the sensitivity necessary for engaging individuals and families affected by sexual assault, intimate partner violence, and non-familial violence. Course content focuses on the victimization of children, adults, the elderly, and other vulnerable populations. The course examines various influences that may encourage perpetrators and socio-cultural beliefs and behaviors that propagate sexual and physical violence, the historical responses, as well as a review of relevant state and federal laws. Victim, survivor, and perpetrator dynamics, current trends, intervention strategies, and



community resources are identified. Learners have an opportunity to explore their own values and feelings in relation to a difficult subject matter.

**Learning Outcomes**

- Describe and analyze the dynamics of victimization as it applies to intimate partner, stranger violence, sexual assault, child abuse, neglect, elder abuse, and other special populations.
- Identify community resources available for intervention, strategies for the prevention and treatment of intimate partner and stranger violence, sexual assault, child abuse and neglect, elder abuse and with other special populations.
- Recognize sociocultural values that influence service delivery for survivors of abuse and neglect and one's personal responses to the subject matter.

**Vote:**

Yes	No	Abstain	No Mark
16	0	0	0

**HSER 294 – Seminar & Fieldwork I (3)**

Modification

**Rational For Change:**

Establishing course equivalency for Human Service courses offered on three UH campuses.

**Catalog Description**

The HSER 294 Seminar and Fieldwork I course is the first of two required courses, which offers the intern enrolled in the Certificate of Competence in Substance Abuse Counseling Program a graduated internship experience in which s/he is able to complete 200 hours of onsite fieldwork in an approved addiction treatment facility. In the weekly seminar, the learner examines in depth the 12 Core Functions of the substance abuse counselor and the ethical and legal mandates under which s/he must practice. Individual strengths and challenges are identified in relationship to the onsite experiences and the learner begins to develop a professional identity as a substance abuse counselor by applying the knowledge, skills, and values that s/he has learned in the previous program courses. Attention also is given to how to attend to one's self-care while working within a stressful and demanding field.

**Vote:**

Yes	No	Abstain	No Mark
16	0	0	0

**HSER 295 – Seminar & Fieldwork II (3)**

Modification

**Rational For Change:**

Establishing course equivalency for Human Service courses offered on three UH campuses.

### Catalog Description

The HSER 295 Seminar and Fieldwork course is the second of two required courses, which offers the intern enrolled in the Certificate of Competence in Substance Abuse Counseling Program a graduated internship experience in which s/he is able to complete 200 hours of onsite fieldwork in an approved addiction treatment facility. In the weekly seminar, the learner examines in depth the 12 Core Functions of the substance abuse counselor and the ethical and legal mandates under which s/he must practice. Individual strengths and challenges are identified in relationship to the onsite experiences and the learner begins to develop a professional identity as a substance abuse counselor by applying the knowledge, skills, and values that s/he has learned in the previous program courses. Attention also is given to how to attend to one's self-care while working within a stressful and demanding field.

### Vote:

Yes	No	Abstain	No Mark
16	0	0	0

### MGT 121 – Services Excellence (3)

Modification

### Rational For Change:

Change to course title and SLOs.

### Learning Outcomes

- Discuss and develop strategies for effective communication.
- Develop and discuss strategies involving telephone transactions.
- Develop and discuss strategies for dealing with different types of customers.
- Discuss ways in which one can encourage customer loyalty.

### Vote:

Yes	No	Abstain	No Mark
20	0	0	0

### MGT 122 – Human Relations in Management (3)

Modification

### Rational For Change:

Change course title, course description, and SLOs to align with articulation agreement.

### Catalog Description

Introduction to the basic concepts of individual, group, and organizational human behavior as they affect human relations, performance, and productivity within the workplace.

### Learning Outcomes

- Identify change-management and conflict resolution strategies to manage a diverse workforce.
- Apply leadership and management models to motivate individual and group behavior to maximize performance in the workforce.
- Identify strategies that address the challenges of interfacing technology and employees.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

### **MGT 124 – Human Resource Management (3)**

Modification

**Rational For Change:**

Change course description and SLOs as recommended by articulation agreement.

**Catalog Description**

Introduction to principles, organizations and techniques of personnel administration including procurement and placement, improvement of performance, management and labor relations, remuneration and security and other human resource functions.

**Learning Outcomes**

- Identify Federal and State employment laws related to management when implementing personnel decisions such as hiring, disciplining and terminating employees.
- Appraise the ethical, social and legal impact of following and enforcing policies, rules, and procedures especially when "downsizing" or "rightsizing" an organization.
- Analyze the impact of globalization and diversity on human resource management while addressing the employees' compensation and benefits package.
- Identify the differences between union and nonunion organizations, and describe the importance of union/management relations.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

### **MUS 104 – Jazz Ensemble 1 (2)**

Modification

**Rational For Change:**

This course was modified to align the basis with similar courses within the UHCC system. The basis or assigned category of the course has been changed to Lecture and Lab Instruction (LAL) and Arabic numerals in the title (rather than Roman) were adopted. Also, the description, contents and SLOs were updated for clarity.

### Catalog Description

Performance of music for large Jazz Ensemble. Jazz Ensemble 1 offers students an opportunity to study and play both standard and experimental selections from the genre. Emphasis is placed on originality with regard to compositions and arrangements. Students are expected to be proficient performers on their instrument. Students should have some reading skills. Acceptance into the ensemble is by audition. May be repeated for additional credit. (45 lecture/lab hours)

### Prerequisite(s)

- Acceptance into the ensemble is by audition or consent of the instructor.

### Learning Outcomes

1. Rehearse and play various styles of Jazz in an ensemble setting.
2. Demonstrate the musical skills of balance, blend, and the ability to improvise a solo with other musicians within the ensemble.
3. Interpret a variety of Jazz compositions in Swing, Latin and contemporary styles.

### Vote:

Yes	No	Abstain	No Mark
16	0	0	0

## MUS 112 – Hawaiian Ensemble 1 (2)

Modification

### Rational For Change:

This course was modified to align the basis with similar courses within the UHCC system. The basis or assigned category of the course has been changed to Lecture and Lab Instruction (LAL) and Arabic numerals in the title (rather than Roman) were adopted. Also, the description, contents and SLOs were updated for clarity.

### Catalog Description

Hawaiian Ensemble 1 focuses on basic vocal and instrumental collaboration, offering students an opportunity to study a wide range of Hawaiian repertoire. The group focus is on creating vocal and instrumental arrangements from both contemporary and traditional Hawaiian folk literature, with an emphasis on originality with regard to arranging. (45 lecture/lab hours)

### Course Content

The course content is interdependent, cumulative and evolutionary in nature, and each group is unique unto itself. Thus, creative collaboration is the primary focus of the ensemble throughout the semester. Furthermore, the study of varied repertoire each semester ensures course contents are current and fresh each time the course is offered. Student musicians are expected to participate at a high level, and to consistently demonstrate professionalism in rehearsals and activities.

### Learning Outcomes

- Demonstrate basic ensemble skills and rehearsal etiquette by following a musical director, giving and receiving cues, and listening and responding accordingly.
- Incorporate basic instrumental and/or vocal techniques, including tone production, dynamic control, and intonation.
- Exhibit an ability to create music collaboratively with others in an ensemble setting.

### Vote:

Yes	No	Abstain	No Mark
16	0	0	0

## MUS 113 – Hawaiian Ensemble 2 (2)

### Modification

#### Rational For Change:

This course was modified to align the basis with similar courses within the UHCC system. The basis or assigned category of the course has been changed to Lecture and Lab Instruction (LAL) and Arabic numerals in the title (rather than Roman) were adopted. Also, the description, contents and SLOs were updated for clarity.

#### Catalog Description

Hawaiian Ensemble 2 offers students an opportunity to study and play increasingly difficult Hawaiian repertoire. The group focuses on creating vocal and instrumental arrangements from both contemporary and traditional Hawaiian literature, with an emphasis on originality with regard to compositions and arrangements. (45 lecture/lab hours)

#### Course Content

A musical ensemble is interdependent, cumulative and evolutionary in nature, and each group is unique unto itself. Thus, creative collaboration remains the focus of the ensemble throughout the semester. Furthermore, the study of varied repertoire each semester ensures course contents are current and fresh each time the course is offered. Student musicians are expected to perform at their highest level, and to consistently demonstrate professionalism in rehearsals and activities. This is a project based ensemble, with each semester presenting a unique assignment with specific challenges. Students must integrate their particular skill set into the larger group endeavor.

### Learning Outcomes

- Demonstrate an ability to arrange vocal and instrumental arrangements for a small ensemble.
- Display basic ensemble skills and rehearsal etiquette by following a musical director, giving and receiving cues, and listening and responding musically to the ensemble.
- Exhibit an ability to create music collaboratively with others in an ensemble setting.

**Vote:**

Yes	No	Abstain	No Mark
16	0	0	0

**MUS 121C – Piano 1 (2)**

Modification

**Rational For Change:**

This course was modified to align the basis with similar courses in the UHCC system: change the assigned category of the course to Lecture and Lab Instruction (LAL) and title to Piano 1. Also the description, contents and SLOs were updated for clarity.

**Catalog Description**

An introduction to keyboard skills to include exploring and developing finger technique and elementary note reading skills as it relates to the piano keyboard. (45 lecture/lab hours)  
(Formerly MUS 121C Beginning Piano Class I)

**Course Content**

Course content is appropriate and relevant as it meets the rigor and outcomes expected of a 100-level course in classroom piano. Content areas include: 1.0 Technique 1.1 Posture 1.2 Position and movement of arms, hands and fingers 2.0 Music Reading 2.1 Staff notation 2.2 Chord symbols 2.3 Arpeggios and Damper Pedal 3.0 Music application of music reading and technique 3.1 Demonstrate note reading skills

**Learning Outcomes**

- Demonstrate basic note reading skills.
- Play beginning level piano pieces with rhythm and dynamics.
- Analyze basic music theory for piano literature.

**Vote:**

Yes	No	Abstain	No Mark
16	0	0	1

**MUS 121F – Slack Key Guitar 1 (2)**

Modification

**Rational For Change:**

This course was modified to align with similar courses in the UHCC system: change the assigned category of the course to Lecture and Lab Instruction (LAL). Also, the description and SLOs were updated for clarity.

**Catalog Description**

This course is intended for students with little or no background in slack key guitar and provides a basic introduction to Hawaiian style slack key guitar playing. Taro Patch (open G) and C

tunings are introduced, with an emphasis on slack key technique, standard reading of tablature and an understanding of basic rhythm structure. Ability to read music is not required. (45 lecture/lab hours)

**Learning Outcomes**

- Demonstrate knowledge of the history and development of slack key guitar in Hawaii.
- Create simple accompaniments from chord symbols using a variety of strumming and finger picking techniques.
- Arrange simple Hawaiian folk songs and interpret them in an ensemble setting with other musicians.
- Demonstrate the ability to read simple tablature notation.

**Vote:**

Yes	No	Abstain	No Mark
16	0	0	2

**MUS 122C – Piano 2 (2)**

Modification

**Rational For Change:**

This course was modified to align the basis with similar courses in the UHCC system: change the assigned category of the course to Lecture and Lab Instruction (LAL) and title to Piano 2. Also the description, contents and SLOs were updated for clarity.

**Catalog Description**

MUS 122C is a continuation of MUS 121C. This course emphasizes the art of piano playing in a solo and an ensemble setting, technique and music literature for piano. (45 lecture/lab hours)

**Course Content**

Course content is appropriate and relevant as it meets the rigor and outcomes expected of a 100-level course in classroom piano. MUS 122C addresses intermediate level of concepts in piano performance, building on the knowledge and skills developed in MUS 121C. Content areas include: 1.0 Technique 1.1 Posture 1.2 Position and movement of arms, hands and fingers 2.0 Music Reading 2.1 Staff notation 2.2 Chord symbols 2.3 Arpeggios and Damper Pedal 3.0 Music application of music reading and technique 3.1 Demonstrate note reading skills

**Learning Outcomes**

- Demonstrate intermediate level of note reading skills.
- Perform intermediate level of piano repertoire with rhythm and dynamics.
- Analyze intermediate level of basic music theory for piano literature.

**Vote:**

Yes	No	Abstain	No Mark
17	0	0	0

## MUS 122F – Slack Key Guitar 2 (2)

Modification

### Rational For Change:

This course was modified to align with similar courses in the UHCC system: change the assigned category of the course to Lecture and Lab Instruction (LAL). Also, the description and SLOs were updated for clarity.

### Catalog Description

MUS 122F offers students an opportunity to build upon Hawaiian style slack key guitar skills begun in MUS 121F. Intermediate techniques and compositions are integrated, including an exploration of additional tunings. Memorization of compositions, playing for others, and the creation of original compositions are emphasized. Ability to read music is not required. (45 lecture/lab hours)

### Course Content

Course content is appropriate and relevant as it meets the rigor and outcomes expected of a 100-level course in classroom slack key guitar. Content areas include: Technique, Tone reproduction, Tuning, Chord symbols, Application of tablature reading, strumming and finger picking accompaniment, and ensemble playing.

### Vote:

Yes	No	Abstain	No Mark
16	0	0	0

## MUS 203D – Keyboard Ensemble (2)

Modification

### Rational For Change:

This course was modified to align the basis with similar courses in the UHCC system: change the assigned category of the course to Lecture and Lab Instruction (LAL) and title to Keyboard Ensemble. Also the description, contents and SLOs were updated for clarity.

### Catalog Description

This course explores and develops repertoire for piano ensemble, on both one piano and two pianos and small groups of two or more keyboards. (45 lecture/lab hours)

### Prerequisite(s)

- Earned a minimum grade of: Standard Letter A-F (L) **C** in
  - MUS 121C - Beginning Piano I
- Or consent of instructor.



### Course Content

MUS 203D is a class where the students will be working on piano ensemble repertoire. Performance of different parts of the ensemble will be assigned to each student by their individual ability. Demonstration of ensemble repertoire will be discussed and experimented with the class throughout the semester. Course content is appropriate to each ensemble group as it meets the outcomes expected of a 200-level course in classroom piano. Content areas include: 1.1 Piano technique 1.2 Use of pedal, 1.3 Rhythmic accuracy 1.4 Interpretation and analysis of the piano ensemble repertoire

### Learning Outcomes

- Demonstrate knowledge of piano ensemble composers.
- Perform with fluency and rhythmic accuracy in an ensemble setting.
- Analyze music theory for piano ensemble literature.

### Vote:

Yes	No	Abstain	No Mark
17	0	0	0

### MUS 221C – Piano 3 (2)

Modification

### Rational For Change:

This course was modified to align the basis with similar courses in the UHCC system: change the assigned category of the course to Lecture and Lab Instruction (LAL) and title to Piano 3. Also the description, contents and SLOs were updated for clarity.

### Catalog Description

MUS 221C is a continuation of MUS 122C, Piano 2, with a focus on developing a repertoire of piano literature of intermediate levels. This course will continue to develop keyboard skills, basic musicianship skills to include music note reading, improvising, transposing, harmonizing and ear training. (45 lecture/lab hours)

### Course Content

MUS 221C addresses advanced level of concepts in piano performance, building on the knowledge and skills developed in MUS 122C. Content areas include: 1.1 Demonstrate advanced level of note reading skills 1.2 Classroom recitals of advanced level of solo repertoire 1.3 Rehearsal and performance technique

### Learning Outcomes

- Demonstrate advanced level of note reading skills for solo literature.
- Perform piano solo repertoire with rhythm and dynamics with technical fluency.
- Demonstrate analysis of music theory for piano solo literature.

**Vote:**

Yes	No	Abstain	No Mark
17	0	0	0

**MUS 222C – Piano 4 (2)**

Modification

**Rational For Change:**

This course was modified to align the basis with similar courses in the UHCC system: change the assigned category of the course to Lecture and Lab Instruction (LAL) and title to Piano 3. Also the description, contents and SLOs were updated for clarity.

**Catalog Description**

MUS 222C is a continuation of MUS 221C, Piano 3, with a focus on developing further repertoire of piano literature of intermediate levels. This course will continue to develop keyboard skills, basic musicianship skills to include music note reading, improvising, transposing, harmonizing and ear training. (45 lecture/lab hours)

**Course Content**

MUS 222C addresses advanced level of concepts in piano performance, building on the knowledge and skills developed in MUS 222C. Content areas include: 1.1 Demonstrate advanced level of note reading skills 1.2 Classroom recitals of advanced level of solo and ensemble repertoire 1.3 Rehearsal and performance technique

**Learning Outcomes**

- Demonstrate advanced level of note reading skills for solo and ensemble literature.
- Perform piano solo and ensemble repertoire with rhythm and dynamics with technical fluency.
- Demonstrate analysis of music theory of piano solo and ensemble literature.

**Vote:**

Yes	No	Abstain	No Mark
17	0	0	0

**MUS 232C – Applied Music: Piano (1)**

Modification

**Rational For Change:**

This course was modified to align the basis with similar courses in the UHCC system: change the assigned category of the course to LAL and title to Piano 1. Also the description, contents and SLOs were updated for clarity.

**Catalog Description**

Offers individual music instruction for intended music majors. May be repeated for additional credits.

### Course Content

Content areas include: 1.1 Technique 1.2 Posture 1.3 Position and movement of arms, hands and fingers 2.1 Music Reading 2.2 Staff notation 2.3 Chord symbols 2.4 Arpeggios and Damper Pedal 3.1 Music application of music reading and technique 3.2 Demonstrate note reading skills 3.3 Rehearsal and performance technique

### Learning Outcomes

- Demonstrate note reading skills in piano solo repertoire.
- Play piano pieces with rhythm and dynamic fluency.
- Demonstrate knowledge of music theory for piano literature.

### Vote:

Yes	No	Abstain	No Mark
17	0	0	0

## NEW 141 – Human Anatomy and Physiology I (3)

Modification

### Rational For Change:

All ZOOL 141/141L/142/142L courses are being renamed to the PHYL course alpha in the UHCC System to align with UH Mānoa's PHYL course alpha.

### Catalog Description

PHYL 141 is the first semester of a comprehensive two-semester course which provides a thorough introduction to the structure and function of the human body. PHYL 141 covers the gross anatomy, histology, and physiology of the integumentary, skeletal, muscular, and nervous systems. Students will be expected to learn details of anatomy and physiology as well as applying those details in the broader context of whole body function and homeostasis. The covered topics include body orientation, chemical level, cellular level, tissue level, integumentary system, bone tissue, skeletal system, joints, muscular tissue, muscular system, nervous tissue, spinal cord and spinal nerves, brain and cranial nerves, autonomic nervous system, and special senses.

### Course Content

The course content of PHYL 141 covers introductory concepts of human anatomy and physiology. The coverage of appropriate and relevant topics for this course is articulated with Kapiolani Community College to ensure consistency between the same courses within the UH system. Evidence that the course reflects current theory and practice in the teaching of human biology is found by comparing the class syllabus and study guides with the syllabi/study guides for human anatomy and physiology at other community colleges. Evidence of appropriate depth, relevancy and currency is found in the use of new editions of human anatomy and physiology texts, which reflect the work of experts in the field.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

**NEW 141L – Human Anatomy and Physiology Lab I (1)**

Modification

**Rational For Change:**

All ZOOL 141/141L/142/142L courses are being renamed to the PHYL course alpha in the UHCC System to align with UH Mānoa's PHYL course alpha.

**Catalog Description**

PHYL 141L is the laboratory course of Human Anatomy and Physiology I and it provides a thorough introduction to the structure and function of the human body. PHYL 141L covers the gross anatomy, histology, and physiology of the integumentary, skeletal, muscular, and nervous systems. Students will be expected to learn details of anatomy and physiology through models, dissections, and physiological experimentations. Students will also apply those details in the broader context of whole body function and homeostasis. The covered topics include body orientation, chemical level, cellular level, tissue level, integumentary system, bone tissue, skeletal system, joints, muscular tissue, muscular system, nervous tissue, spinal cord and spinal nerves, brain and cranial nerves, autonomic nervous system, and special senses.

**Course Content**

The course content of PHYL 141L covers introductory concepts of human anatomy and physiology. The coverage of appropriate and relevant topics for this course is articulated with Kapi`olani Community College to ensure consistency between the same courses within the UH system. Evidence that the course reflects current theory and practice in the teaching of human biology is found by comparing the class syllabus and study guides with the syllabi/study guides for human anatomy and physiology at other community colleges. Evidence of appropriate depth, relevancy and currency is found in the use of new editions of human anatomy and physiology texts, which reflect the work of experts in the field.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

**NEW 142 – Human Anatomy and Physiology II (3)**

Modification

**Rational For Change:**

All ZOOL 141/141L/142/142L courses are being renamed to the PHYL course alpha in the UHCC System to align with UH Mānoa's PHYL course alpha.

### Catalog Description

PHYL 142 is the second semester of a comprehensive two-semester course which provides a thorough introduction to the structure and function of the human body. PHYL 142 covers the gross anatomy, histology, and physiology of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproduction systems as well as basic concepts of inheritance and development. Students will be expected to learn details of anatomy and physiology as well as applying those details in the broader context of whole body function and homeostasis. This course is the companion course to PHYL 142L.

### Course Content

The course content of PHYL 142 covers introductory concepts of human anatomy and physiology. The coverage of appropriate and relevant topics for this course is articulated with Kapi`olani Community College to ensure consistency between the same courses within the UH system. Evidence that the course reflects current theory and practice in the teaching of human biology is found by comparing the class syllabus and study guides with the syllabi/study guides for survey courses in human biology at other community colleges. Evidence of appropriate depth, relevancy and currency is found in the use of new editions of human anatomy and physiology texts, which reflect the work of experts in the field.

### Vote:

Yes	No	Abstain	No Mark
20	0	0	0

### NEW 142L – Human Anatomy and Physiology Lab II (1)

Modification

### Rational For Change:

All ZOOL 141/141L/142/142L courses are being renamed to the PHYL course alpha in the UHCC System to align with UH Mānoa's PHYL course alpha.

### Catalog Description

PHYL 142L is the laboratory course of PHYL 142 (Human Anatomy and Physiology II) and it provides a thorough introduction to the structure and function of the human body. PHYL 142L covers the gross anatomy, histology, and physiology of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive systems as well as basic concepts of inheritance and development. Students will be expected to learn details of anatomy and physiology through models, dissections, and physiological experimentations. Students will also apply those details in the broader context of whole body function and homeostasis.

### Course Content

The course content of PHYL 142L covers introductory concepts of human anatomy and physiology. The coverage of appropriate and relevant topics for this course is articulated with Kapi`olani Community College to ensure consistency between the same courses within the UH system. Evidence that the course reflects current theory and practice in the teaching of human biology is found by comparing the class syllabus and study guides with the syllabi/study guides

for human anatomy and physiology courses at other community colleges. Evidence of appropriate depth, relevancy and currency is found in the use of new editions of human anatomy and physiology texts, which reflect the work of experts in the field.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

### **NEW2 125 – Starting a Business (3)**

Modification

**Rational For Change:**

Change MGT 125 to ENT 125; Change Catalog Description; Change learning outcomes (University of Hawaii Community College system alignment).

**Catalog Description**

ENT 125 surveys the business environment, establishing a business entity, decision-making processes, marketing assessments, financing, operations considerations, and government regulations as they relate to the development of a formal business plan. It is designed for those who wish to start or are currently operating their own business.

**Learning Outcomes**

- Prepare a formal business plan.
- Identify and adopt entrepreneurship characteristics as it applies to oneself in the business market.
- Apply current entrepreneurship terms and concepts.
- Identify entrepreneurial resources and networking opportunities.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

### **PACS 108 – Pacific Worlds: Introduction to Pacific Island Studies (3)**

Modification

**Rational For Change:**

This proposal is a part of periodic course review. We are completing/updating fields with missing information as a result of the transition from Curriculum Central to Quali.

**Course Content**

Course content is appropriate and relevant as it meets the rigor and outcomes expected of a freshman-level university course. Course content also aligns with the same course taught on

other campuses: UH Mānoa, UH West O'ahu, Hawai'i CC, Kapi'olani CC, and Windward CC. There is an annual meeting with Pacific Islands Studies faculty to discuss and agree on course content, breadth and depth of coverage. In addition, these system-wide discussions of PACS 108 address relevancy and currency regarding issues that have an impact on Pacific Islanders and Pacific communities.

**Vote:**

Yes	No	Abstain	No Mark
20	0	0	0

### PHIL 111 – Intro to inductive Logic (3)

Modification

**Rational For Change:**

Alignment with CCs as ordered by VP John Morton and agreed upon by UHCC philosophy faculty.

**Catalog Description**

PHIL 111 offers an introduction to inductive reasoning focusing on the role of probability. Students will learn how probabilities, statistics, and risk evaluations are integrated into decision making. More generally, they will develop reasoning strategies that promote drawing logical inferences when evidence leaves them unsure as to what is actually true. Application to the media's use of probabilities and statistics, and the way many academic disciplines use these strategies to analyze and present data will provide concrete contexts for applying inductive principles and reasoning strategies.

**Course Content**

The examination of critical reasoning in relating to the use of statistics and probabilistic arguments is a higher order learning skill requiring a basic understanding of statistical reasoning and how to evaluate statistical arguments.

**Learning Outcomes**

- Recognize and assess the strength of an inductive argument.
- Examine how cognitive biases influence inductive reasoning.
- Apply basic probabilistic arguments to decision making.
- Interpret the relevance of statistical information to scientific tests and studies.
- Perform and interpret the results of statistical hypothesis tests.

**Vote:**

Yes	No	Abstain	No Mark
17	0	0	2

## Deletions

### Deletion

The PBT courses have been updated to a new alpha of AG. We have previously approved these courses, and this is cleaning up the PBT courses from KSCM.

#### PBT 122

Vote:

Yes	No	Abstain	No Mark
14	0	0	2

#### PBT 141

Vote:

Yes	No	Abstain	No Mark
14	0	0	2

#### PBT 200L

Vote:

Yes	No	Abstain	No Mark
14	0	0	2

#### PBT 210

Vote:

Yes	No	Abstain	No Mark
14	0	0	2

#### PBT 250

Vote:

Yes	No	Abstain	No Mark
14	0	0	2

#### PBT 251



**Vote:**

Yes	No	Abstain	No Mark
14	0	0	2

**PBT 264**

**Vote:**

Yes	No	Abstain	No Mark
14	0	0	2

**PBT 269**

**Vote:**

Yes	No	Abstain	No Mark
14	0	0	2

**PBT 275**

**Vote:**

Yes	No	Abstain	No Mark
14	0	0	2

**PBT 290V**

**Vote:**

Yes	No	Abstain	No Mark
14	0	0	2

Programs:

**New Programs**

None

**Modifications**

**AA-TCH Teaching**

Modification

**Rational For Change**

The proposed change is the re-designation of the Associate in Arts in Teaching degree to an Associate in Science in Teaching degree. The AAT program is housed in a Liberal Arts Division

(Social Science) and so classified as a General Pre-Professional program (GPP), but it actually functions like a Career and Technical Education (CTE) program: students are prepared for employment directly upon graduation as para-educators, a category which includes educational assistants, part-time teachers, and paraprofessional tutors.

### Degree Type

Associate in Science (AS)

### Program Rules

### Program Minimum Requirements

- Complete all of the following

#### **General Education Foundations (FW)**

- Complete 1 of the following
  - Completed at least 1 of the following:
    - ENG 100 - Composition I
    - ENG 100E - Composition I
  - Any approved FW course

#### **General Education Foundations (FS)**

- Complete all of the following

#### **Group**

- Complete 1 of the following
  - Completed at least 1 of the following:
    - MATH 100 - Survey of Mathematics
    - MATH 103 - College Algebra
    - MATH 112 - Math for Elementary Teachers II
  - or higher.
- Completed the following:
  - PHIL 110 - Introduction to Deductive Logic

#### **General Education Foundations (FG)**

- Completed at least 2 of the following:
  - ANTH 151 - Emerging Humanity
  - ART 175 - Survey of Global Art I
  - HIST 151 - World History to 1500
  - ANTH 152 - Culture and Humanity
  - ART 176 - Survey of Global Art II
  - HIST 152 - World History since 1500
  - BUSN 277 - International Business Protocol
  - BUSN 279 - International Business Analysis
  - GEOG 102 - World Regional Geography

- GEOG 151 - Geography and Contemporary Society
- MUS 107 - Music in World Cultures
- REL 150 - Introduction to the World's Major Religions

### **Diversification**

- Complete all of the following
  - 3 credits of any approved Diversification Arts (DA)
  - 3 credits of any approved Diversification Social Sciences (DS), not from the PSY discipline
  - 3 credits of any approved Diversification Biological Science (DB)
  - 3 credits of any approved Diversification Physical Science (DP)
  - 1 credit of any approved Lab science (DY); the lab must match the DB or DP course

### **Graduation Requirements**

- Complete all of the following
  - Completed the following:
    - ENG 200 - Composition II
    - HWST 107 - Hawai'i: Center of the Pacific
    - PSY 100 - Survey of Psychology
  - Completed at least 1 of the following:
    - PSY 240 - Developmental Psychology
    - FAMR 230 - Human Development
  - Completed at least 1 of the following:
    - SP 151 - Personal and Public Speech
    - SP 251 - Principles of Effective Public Speaking
    - COM 210H - Intercultural Communication: Honors Course

### **ED Core**

- Completed the following:
  - ED 290 - Foundations of Education
  - ED 285 - Classroom Management within the Instructional Process
  - ED 291 - Developing Language and Literacy I
  - ED 294 - Introduction to Multicultural Education
  - ED 295 - Field Experience in Education

### **ED Electives**

- Completed at least 3 of the following:
  - ED 100 - Introduction to Education and Teaching
  - ED 279 - Educational Media and Technology
  - ED 282 - Collaboration: Roles and Responsibilities as a Member of the Multi-Disciplinary Team
  - ED 283 - Partnerships with Culturally and Linguistically Diverse Families
  - ED 284 - Foundations of Inclusion in Teaching
  - ED 286 - Students with Exceptionalities I

- MATH 111 - Math for Elementary Teachers I
- ED 289 - Educational Psychology
- ED 296 - Introduction to Art, Music and Creative Movement in the Classroom

**Vote:**

Yes	No	Abstain	No Mark
17	0	0	0

## AS-BTEC Business Technology

Modification

### Rational For Change:

- 1) Change Arts and Humanities requirement to Diversification Humanities (DH) or Diversification Arts (DA)
- 2) Change Social Science requirement to Diversification Social Sciences (DS)
- 3) Add BUSN 232 Microsoft Excel for Business to the BTEC Specialization List
- 4) Delete BUSN 270 Advanced Records Management from the BTEC Specialization List
- 5) Modification of recommended electives
- 6) Add in MATH 115

### Program Rules

### Program Minimum Requirements

- Complete all of the following
  - Completed the following:
    - BUSN 123 - Word Processing for Business
    - BUSN 164 - Career Success
    - BUSN 170 - Records and Information Management
    - BUS 101 - Business Information Systems
    - MGT 121 - Customer Service
    - BUSN 166 - Professional Employment Preparation
    - BUS 201 - Advanced Business Information Systems
    - ENG 100 - Composition I
  - Completed at least 1 of the following:
    - BUSN 188 - Business Calculations
    - MATH 103 - College Algebra
    - MATH 115 - Introduction to Statistics and Probability
  - Completed at least 1 of the following:
    - SP 151 - Personal and Public Speech
    - SP 251 - Principles of Effective Public Speaking
  - Complete all of the following
    - Completed at least 1 of the following:
      - ACC 124 - Principles of Accounting I
      - BUS 120 - Principles of Business

- BUSN 158 - Social Media and Collaboration Tools for Business
  - HIT 102 - Health Data, Records, and Documentation
  - HOST 101 - Intro to Travel Indus Mgt
  - ENG 209 - Business Writing
- Or, any Leeward CC Business Division Elective (ACC, BUS, BUSN, BLAW, ECOM, FIN, HIT, HOST, MKT, MGT)
- Completed at least 1 of the following:
  - ACC 124 - Principles of Accounting I
  - ACC 201 - Introduction to Financial Accounting
- Completed the following:
  - BUSN 269 - Supervision
- Completed the following:
  - BUSN 193V - Cooperative Education (1-4 credits)
- Completed at least 3 of the following:
  - BUSN 232 - Microsoft Excel for Business
  - BUSN 242 - Business Presentations
  - BUSN 250 - Expert Business Computing
  - BUSN 277 - International Business Protocol
  - BUSN 279 - International Business Analysis
  - BUSN 284 - Medical Office and Administrative Procedures
  - BUSN 286 - Legal Terminology and Procedures
  - BLAW 200 - Legal Environment of Business
- Any 200-level Business Elective (ACC, BUS, BUSN, BLAW, ECOM, FIN, HIT, HOST, MKT, MGT)
- Arts and Humanities Elective (DH or DA) (3)
- Natural Science DB or DP (3)
- Social Science—DS (3) Recommended: ECON 130, or 131

**Vote:**

Yes	No	Abstain	No Mark
14	0	0	0

**CO-BTEC Business Technology**

Modification

**Rational For Change:**

This change will move the 100-level elective credit requirement from the first semester to the second semester. This will reduce the requirements of the CO-BTEC from 18 credits to 15 credits and allow student to earn the certificate in one semester.

**Program Rules:**

Completed the following:

- BUSN 123 - Word Processing for Business
- BUSN 164 - Career Success
- BUS 101 - Business Information Systems
- MGT 121 - Customer Service

- BUSN 170 - Records and Information Management

Vote:

Yes	No	Abstain	No Mark
14	0	0	0

## CA-BTEC Business Technology

Modification

### Rational For Change:

The proposed change is to move BUSN 193V Cooperative Education (2 credits) to the the third and fourth semesters requirements of the AS-BTEC, which will change the number of credits in the CA-BTEC from 33 to 31. Added MATH 115 to program. Updated the approved 100 recommended elective courses.

### Program Rules:

#### Program Minimum Requirements

- Complete all of the following
  - Completed the following:
    - BUSN 123 - Word Processing for Business
    - BUSN 164 - Career Success
    - BUSN 170 - Records and Information Management
    - BUS 101 - Business Information Systems
    - MGT 121 - Customer Service
    - BUSN 166 - Professional Employment Preparation
    - BUS 201 - Advanced Business Information Systems
    - ENG 100 - Composition I
  - Completed at least 1 of the following:
    - BUSN 188 - Business Calculations
    - MATH 103 - College Algebra
    - MATH 115 - Introduction to Statistics and Probability
  - Completed at least 1 of the following:
    - SP 151 - Personal and Public Speech
    - SP 251 - Principles of Effective Public Speaking
  - Complete all of the following
    - Completed at least 1 of the following:
      - ACC 124 - Principles of Accounting I
      - BUS 120 - Principles of Business
      - BUSN 158 - Social Media and Collaboration Tools for Business
      - HIT 102 - Health Data, Records, and Documentation
      - HOST 101 - Intro to Travel Indus Mgt
      - ENG 209 - Business Writing

- Or, any Leeward CC Business Division Elective (ACC, BUS, BUSN, BLAW, ECOM, FIN, HIT, HOST, MKT, MGT)

**Vote:**

Yes	No	Abstain	No Mark
14	0	0	0

Deletions

None