Curriculum Committee Report to the Faculty Senate
November 9, 2016

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

Courses

New Courses

ED 330 - SPED Law and IEP Development (3 Credits) (Formerly ED 297D)

Proposal Rationale: This course is part of a proposed Advanced Professional Certificate (APC) in Special Education (SPED) PK-12. All coursework in an APC qualifies for upper-division level course credit and therefore the corresponding course numbering designation will be changed to 300-level from 200-level.
.Per the 8.31.16 University of Hawaii Council of Chief Academic Officers meeting.
"ATP (Authorization to Plan) for APC in Special Education PK-12, Leeward Community College was circulated among unit heads who agreed the ATP may go forward to CCAO. The group provided feedback for the ATP. CCAO endorsed the ATP. Next step is new program proposal for review by CCAO."

Catalog Description: This course will give students the opportunity to review special education law, with an emphasis upon Hawaii Administrative Rules, Chapter 60 and the 2004 Reauthorization of IDEA. Heavy emphasis will be on individual Education Program development through examination of required elements of IEPs and simulated IEP team scenarios. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. Students will review curriculum standards and mock student records, participate in mock IEP/Placement

meetings, develop mock IEPs and develop methods for monitoring progress. The course will also discuss Section 504 of the Rehabilitation Act of 1973,The No Child Left Behind Act of 2001 and the impact of key laws upon students with disabilities. (Formerly ED 297D)

Existing Prerequisites: ENG 22 or ENG 24 or equivalent with a grade of C or better, or placement in ENG 100, or consent of instructor.

Proposed Prerequisites: Complete this many years of degree 2 years of any associate-level degree or higher.

Learning Outcomes:
1) Create a safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions
2) Develop motivational and/or instructional interventions to teach individuals with exceptionalities how to adapt to different environments
3) Demonstrate how to intervene safely and appropriately with individuals with exceptionalities in crisis
4) Explain IFSP/IEP goals from CDC Developmental Milestones (IFSP) or Common Core or HCPSIII standards (IEP)
5) Explain strategies to individualize learning across curricular content areas based on the child's language, family, culture, and exceptionality
6) Explain evidence-based practices to modify instruction for goals from the CDC Developmental milestones (IFSP) or Common Core or HCPS III standards (IEP)

Action: 18 approve, 0 disapprove, 0 abstain

ED 331- Special Education Assessment (3 Credits) (Formerly Ed 297F)

Proposal Rationale: This course is part of a proposed Advanced Professional Certificate (APC) in Special Education (SPED) PK-12. All coursework in an APC qualifies for upper-division level course credit and therefore the corresponding course numbering designation will be changed to 300-level from 200-level.

.Per the 8.31.16 University of Hawaii Council of Chief Academic Officers meeting.
"ATP (Authorization to Plan) for APC in Special Education PK-12, Leeward Community College was circulated among unit heads who agreed the ATP may go forward to CCAO. The group provided feedback for the ATP. CCAO endorsed the ATP. Next step is new program proposal for review by CCAO."

Catalog Description: This course focuses on assessing the exceptional child, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Emphasis will be on using assessment information to determine strengths and needs to design instruction related to individualized Education Program (IEP) goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques.
This course will introduce students to commonly used tests and evaluation systems used in public school special education programs. (Formerly ED 297F).

Existing Prerequisite: ENG 22 or ENG 24 or equivalent with a grade of C or better, or placement in ENG 100, or consent of instructor.

Proposed Prerequisites: Complete this many years of degree 2 years of any associate-level degree or higher.

Existing Learning Outcomes:
1) Identify assessments used in determining current performance levels.
2) Understand the legal requirements of assessment and evaluation.
3) Determine appropriate instructional strategies, modifications, and accommodations.
4) Interpret assessment data by analyzing performance levels using progress monitoring techniques.

5) Explain how assessment data contributes to disability determination and IEP development.

Proposed Learning Outcomes:
1) Explain how exceptionalities may interact with development and learning.
2) Apply knowledge to how exceptionalities may interact with development and learning to provide meaningful and challenging learning experiences for individuals with exceptionalities.
3) Describe how language, culture, and family background influence the learning of individuals with exceptionalities.
4) Demonstrate an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Action: 18 approve, 0 disapprove, 0 abstain

ED 332 – English language Arts Instruction and interventions (3 Credits)

Proposal Rationale: This is a new course that is part of a proposed Advanced Professional Certificate (APC) in Special Education (SPED) PK-12. Per the 8.31.16 University of Hawaii Council of Chief Academic Officers meeting.
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Catalog Description: This course introduces the developmental continuum for literacy. Students will be prepared to assess learners' abilities; select appropriate instructional strategies; design effective instructional programs, leading to increased listening, speaking, reading and writing competencies for all children; and establish assessment strategies to evaluate student progress.

Prerequisites: Complete this many years of degree 2 years of any associate-level degree or higher.

Learning Outcomes:
1) Recognize how language, culture, and family background influence the learning of individuals with exceptionalities.
2) Analyze how language, culture, and family background influence the learning of individuals with exceptionalities.
3) Apply understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Action: 18 approve, 0 disapprove, 0 abstain

ED 334 – Participating in a Professional Community (3 Credits)

Proposal Rationale: This is a new course that is part of a proposed Advanced Professional Certificate (APC) in Special Education (SPED) PK-12. Per the 8.31.16 University of Hawaii Council of Chief Academic Officers meeting.
"ATP (Authorization to Plan) for APC in Special Education PK-12, leeward Community College was circulated among unit heads who agreed the ATP may go forward to CCAO. The group provided feedback for the ATP. CCAO endorsed the ATP. Next step is new program proposal for review by CCAO."

Catalog Description: This course explores the organizational, personal, and interpersonal aspects of working as a teacher in schools. Course content will prepare students for membership and leadership in a professional learning community and for continuing professional growth.

Prerequisites: Complete this many years of degree 2 years of any associate-level degree or higher

Learning Outcomes:
1) Explain professional ethical principles, professional practice standards, and current issues in education and determine how to apply them to guide their practice.
2) Analyze the ways in which family diversity, cultures, and schools interact with the delivery of special education services
3) Develop a framework for participation in professional activities and learning communities
4) Develop strategies to engage in activities such as advocacy, mentoring, and guiding paraeducators/tutors/volunteers
5) Apply theory and elements of effective collaboration to serve as a collaborative resource to colleagues to promote the well-being of individuals with exceptionalities across a wide range of settings

Action: 18 approve, 0 disapprove, 0 abstain

ED 335 – Educational Technology for the Inclusive Classroom (3 Credits)

Proposal Rationale: This is a new course that is part of a proposed Advanced Professional Certificate (APC) in Special Education (SPED) PK-12. Per the 8.31.16 University of Hawaii Council of Chief Academic Officers meeting.
"ATP (Authorization to Plan) for APC in Special Education PK-12, leeward Community College was circulated among unit heads who agreed the ATP may go forward to CCAO. The group provided feedback for the ATP. CCAO endorsed the ATP. Next step is new program proposal for review by CCAO."

Catalog Description: This course presents an overview of the variety of instructional technology options and considers how these are effective across the curriculum. Educational technology includes the many tools and methods in which technology is used within an educational setting. Students will learn about current trends in education that are directly related to technology. Emphasis is placed on reaching different types of learners, considerations of integration,

and assessing effectiveness of technology use for students with special needs in the inclusive classroom.

Prerequisites: Complete this many years of degree 2 years of any associate-level degree or higher

Learning Outcomes:
1) Analyze how an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences for individual with exceptionalities.
2) Recommend technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
3) Define augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
4) Apply strategies to enhance language development and communication skills of individuals with exceptionalities.
5) Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
6) Design instruction to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Action: 18 approve, 0 disapprove, and 0 abstain

Course Modifications

ART 175 – Survey of Global Art I (3 Credits)
Proposal Rationale: This is a five year review. Prerequisites were removed to align with UH Manoa which is the only other campus that teaches this course. Much time was spent reviewing the prerequisites and skills required to maximize the learning experience of students before the decision was made to remove the previous prerequisites. The Learning Outcomes's were corrected. A Learning Outcome from

another course appeared in the ART 175 Learning Outcomes and had to be removed.

Catalog Description: This course is an introduction to the major developments in Global Art from prehistory to 1500.

Existing Prerequisites: ENG 22, or ENG 24, with a grade of C or better or equivalent.

Proposed Prerequisites: None

Actions: 18 approved, 0 disapproved, 0 abstained

ART 176 – Survey of Global Art II (3 Credits)

Proposal Rationale: This is a five year review. Prerequisites were removed. As with ART 175 the prerequisites were removed after much time was spent as a department reviewing prerequisites and skills required to maximize the learning experience of students. The course was aligned with UH Manoa which is the only other campus that teaches this course. Learning Outcomes were rewritten.

Catalog Description: This course will examine artistic production of major societies from 1500 to the present.

Existing Prerequisites: ENG 22, or ENG 24, with a grade of C or better or equivalent.

Proposed Prerequisite: None

Existing Learning Outcomes:
1) Distinguish how art expresses world views and reflects societies' organization and interaction with other cultures.
2) Analyze the religious, political, and economic factors that have shaped culture in different parts of the globe at different times.
3) Express an understanding of how art reveals the beliefs and practices that contribute to the lives of the world's diverse communities.

4) Analyze a work of art through the recognition of elements of style.

Proposed Learning Outcomes:
1) Distinguish how art expresses world views and reflect societies' organization and interaction with other cultures.
2) Analyze the religious, political, and economic factors that have shaped culture in different parts of the globe at different times.
3) Analyze a work of art through the recognition of elements of style.
4) Describe how art reveals beliefs and practices of diverse communities.

Actions: 18 approved, 0 disapproved, 0 abstained

ME 213 – Introduction to Engineering Design (3 Credits)

Proposal Rationale: Catalog Description was modified. Prerequisites were modified to align with UH Manoa, Learning Outcomes were updated, blank fields were filled.

Existing Catalog Description: Introductory to experience in analysis, synthesis, computer-aided design, and communication used in solving engineering problems. Also covers engineering professional ethics and social responsibility.

Proposed Catalog Description: Introductory experience in communication, presentation, professional ethics, social responsibility, engineering economics, quality control, and computer-aided drafting.

Existing Prerequisites:
High School physics or chemistry (or PHYS 100B and CHEM 151B) and credit or concurrent registration in MATH 205.

Proposed Prerequisites:
PHYS 170 with a minimum grade of C.

Existing Learning Outcomes:
1) Create a spreadsheet
2) Produce a graph representing some data or calculations.

Proposed Learning Outcomes:
1) Explore and implement engineering design solutions.
2) Employ analytical reasoning as part of a team to identify engineering design problems, requirements, limitations, and goals.
3) Utilize computer-aided design (CAD) to evaluate prototype solutions and perform engineering design reviews.
4) Effectively communicate background research and design solutions via oral presentations and written reports.

Action: 18 approve, 0 disapprove, 0 abstain

ICS 110M – Introduction to Programming (3 Credits)

Proposal Rationale: This is an updating of a course to allow the ability to teach the course as a distance education course.

Existing Catalog Description: A gentle introduction to coding for anyone. Students use design strategies to create programs. Promotes an understanding of basic programming constructs, including control structure and object-oriented programming. The alpha suffix indicates technology such as: M – Mobile and P – Python. Students can get credit for completing the course with different ending letters, but not the same letter. (Formerly ICS 110)

Proposed Catalog Description: This course promotes a gentle introduction to coding for anyone. Students use design strategies to create programs. Promotes an understanding of basic programming

constructs, including control structure and object-oriented programming.

The alpha suffix indicates technology such as M – Mobile and P – Python.

Students are able to receive credit for completing the course if the alpha differs. (Formerly ICS 110)

Prerequisites: None   **Co-requisites:** None

Recommended Course Preparation: ICS 100, ICS 101

Action: 18 approved, 0 disapproved, 0 abstain

ICS 129 – Introduction to Databases (3 Credits)
Formerly ICS 113 – Database Fundamentals

Proposal Rationale: Modifying number, title, and SLOs due to ICS-IT Articulation Agreement on September 9, 2016. Prerequisites were removed, as they were unnecessary for an introductory course.

Catalog Description:
This course covers the fundamental concepts in database technology, including storage structures, access methods, recovery, concurrency and integrity. The relational model and its implementation will be covered in depth together with an overview of SQL and its role in application development. The course will also present an overview of database administration, including modeling and design activities. A substantial part of this course involves the development of an understanding of database concepts. * (45 lecture hours) (Formerly ICS 106, ICS 113)

Existing Prerequisites:
ENG 22, or ENG 24, with a grade of C or better or equivalent, and successful completion of MATH 82 or equivalent, or consent of instructor.

Proposed Prerequisite: None

Existing Learning Outcomes:
1) Define common database terminology.
2) Develop forms, queries, and reports.
3) Demonstrate the normalization process.
4) Design a relational database with proper documentation.

Proposed Learning Outcomes:
1) Define common database terminology.
2) Create Entity Relationship Diagrams (ERD)
3) Design and create a relational database using normalization process.
4) Use structured Query Language (SQL) to manipulate data.
5) Follow best practices in secure database design.

Action: 18 approve, 0 disapprove, 0 abstain

ICS 151 – Structured Database Programming (3 Credits)

Proposal Rationale: Updating course for five year review. Filling in missing fields.

Catalog Description:
An introduction to creating interactive webpages. Students will develop dynamic web applications using a programming language and a database. (Formerly ICS 151Z)

Existing Prerequisites:
Completion or concurrent enrollment in ICS 113, or consent of instructor.

Proposed Prerequisite:

ICS 129 with a grade of C or better or concurrently enrolled in ICS 129 or consent of instructor.

Existing Learning Outcomes:
1) Use a web site technology to structure and format web pages.
2) Use a programming language to interact with web pages.
3) Use databases to interact with web pages.
4) Prepare and use a data dictionary for program development.

Proposed Learning Outcomes:
1) Use a web site technology to structure and format web pages.
2) Use a programming language to interact with web pages.
3) Use databases to interact with web pages.

Action: 18 approve, 0 disapprove, 0 abstain

ICS 240 – Operating Systems (3 Credits)

Proposal Rationale: This is updating a course to allow it to be taught as a distance education course. The catalog description was also slightly modified.

Existing Catalog Description:
This course will introduce students to various aspects of Operating Systems. This course will examine and explore the structure, basic functionality, user administration, troubleshooting, system and application installation of operating systems. Advanced topics of shell scripting, system security, maintenance and essential services will be covered. (45 lecture hours)

Proposed Catalog Description:
This course will introduce students to various aspects of operating systems. This course will examine and explore the structure, basic functionality, user administration, troubleshooting, system and application software installation of operating systems. Advanced

topics of shell scripting, system security, maintenance and essential services will be covered. (45 lecture hours)

Prerequisites:
ICS 111 with a grade of "C" or better, or concurrent enrollment, or instructor consent.

Action: 17 approve, 0 disapprove, 0 abstain

ICS 251 – Advanced Database Programming (3 Credits)

Proposal Rationale: This is a 5 - year review.

Existing Catalog Description: A second course in creating interactive webpages. Students will develop dynamic web applications using a programming language and a database with a focus on open source. (45 lecture hours)

Proposed Catalog Description: A second course in crating interactive webpages. Students will develop dynamic web applications using a programming language and a database with a focus on open source.

Existing Prerequisites: Completion or concurrent enrollment in ICS 113, or consent of instructor.

Proposed Prerequisites: Earned a minimum grade of C in ICS 129 or concurrently enrolled in ICS 129 or consent from instructor.

Recommended Course Preparation: DMED 120

Action: 13 approve, 0 disapprove, 0 abstain
           5 no mark

ICS 281 – Ethical Hacking (3 Credits)

Proposal Rationale: Modifying the course for a 5- year review and updating all fields that are required by KSCM.

Catalog Description: This course covers basic ethical hacking techniques also known as white hat hacking. It stresses the moral and legal issues about hacking and how these techniques can be

used to defend against attacks as well as to perform authorized system security.

Existing prerequisites: ICS 170 and ICS 171 with a grade of C or better or consent of instructor.

Proposed Prerequisites: Earned a minimum grade of C in ICS 170 and ICS 171 or consent of instructor.

Existing Recommended Course Preparation: None

Proposed Recommended Course Preparation: ICS 184, ICS 240, be able to use the Linux operating system.

Existing Learning Outcomes:
1) Demonstrate how to use various tools to hack into authorized test systems.
2) Apply the knowledge gained in hardening systems to prevent or minimize attacks.
3) Evaluate the moral and legal obligations of a white hat hacker.

Proposed learning Outcomes:
1) Demonstrate how to apply current cyber-attack, countermeasures and best practices using current cyber defense tools, methods and components.
2) Implement a defense incident response and recovery strategies.
3) Evaluate the moral and legal obligations of an ethical hacker.
4) Apply the knowledge gained in hardening systems to prevent or minimize attacks.

Action: 18 approve, 0 disapprove, 0 abstain

ICS 282 – Computer Forensics (3 Credits)

Proposal Rationale: Modifying the course for the 5-year review and updating all fields that are required by KSCM.

Catalog Description: This course covers basic computer forensics including operating system diagnostics, the use of forensic toolkits to examine and validate computer activity and techniques for the proper collection, examination and preservation of forensic evidence.

Existing Prerequisites: ICS 170 or ICS 171 with a grade of C or better or consent of instructor.

Proposed Prerequisites: Earned a minimum grade of C in ICS 170 and ICS 171 or consent of instructor.

Existing Recommended Preparation: None

Proposed Recommended Preparation: ICS 184, ICS 240, be able to use the Linux Operating System.

Existing Learning Outcomes:
1) Demonstrate how to properly collect and examine forensic evidence.
2) Explain various operating system fundamentals.
3) Demonstrate the use of a forensic toolkit.

Proposed Learning Outcomes:
1) discuss the rules, laws, policies, and procedures that affect digital forensics.
2) Demonstrate the proper use of one or more common digital forensics tools.
3) Describe the steps in performing digital forensics from the initial recognition of an incident through the steps of evidence gathering, preservation and analysis, through the completion of legal proceedings.

Action: 18 approve, 0 disapprove, 0 abstain

PBT 250 – Tropical Landscape (3 Credits)

Proposal Rationale: The proposed changes are to delete course prerequisites. As this is an elective class for the PBT program it is not essential to have taken the listed prerequisites. Instead, these would be suggested preparation prior to taking the course.

Catalog Description: Introduction of principle and practice to maintain plant and landscape.

Existing Prerequisites: ENG 22 or ENG 24 and MATH 22 or equivalent.

Proposed Prerequisites: None

Existing Recommended Preparation:
PBT 200 or BOT 130

Proposed Recommended Preparation:
PBT 200 or BOT 130, ENG 22 or ENG 24 and MATH 22 or equivalent.

Learning Outcomes:
1) Understand basic horticulture practice and apply it to maintain plant and landscape
2) Properly select and install ornamental plants for tropical landscape
3) Understand landscape design and plan reading
4) Identify common landscape pests and select proper control methods
5) Identify irrigation parts, repair and maintain irrigation systems

Action: 18 approve, 0 disapprove, 0 abstain

PBT 275 – Introduction to Crop Improvement (3 Credits)

Proposal Rationale: Proposed changes are to delete prerequisites for this class. It is thought that they have limited

enrollment and although recommended they are not essential. The prerequisites are to be listed as recommended preparation before taking this class.

Catalog Description: Introduces the genetic principles and practices for the improvement of crop plants. Through lectures and hand-on laboratories, students will learn tools employed by plant breeders to create genetic variation and perform selection on self-pollinated. Cross-pollinated and clonally propagated crops.

Learning Outcomes:
1) Describe cell structure and cellular basis of reproduction (mitosis and Meiosis)
2) Explain the process involved in gametogenesis and fertilization.
3) Describe Mendelian inheritance, dominance relationships, gene interactions and heterosis.
4) Explain sexual and asexual modes of reproduction and their importance in plant breeding programs.
5) Use tools and techniques involved in plant breeding work.
6) Apply genetic principles for plant improvement.

Existing Prerequisites: PBT 200 or equivalent with a "C" or better or instructor's consent.

Proposed Prerequisites: None

Proposed Recommended Course Preparation:
PBT 200 and PBT 200L

Action: 18 approve, 0 disapprove, 0 abstain

PBT 290V – Plant Biology $ Tropical Agriculture Internship
(Variable 1 to 4 Credits)
Proposal Rationale: The proposed change is to modify course prerequisites.

At Kauai CC, only approval of the instructor is required. This course provides supervised experimental-learning with an employer. The program now offers several PBT courses and students can choose from several electives. PBT 200L is a core PBT course which will be sufficient preparation to participate in the experimental learning activity.

Catalog Description: This course provides supervised experimental-learning with an employer. The nature of the job or project is variable but will be designed to provide opportunity for workplace experience. Maximum credit for PBT internships may not exceed 4 hours in an agricultural enterprise.

The number of credits earned depends upon the number of hours spent on the job or project during the semester. PBT 290V for one credit requires 60 to 119 hours of work; PBT 290V for two credits requires 120 to 179 hours of work; PBT 290V for three credits requires 180 to 239 hours of work; PBT 290V for four credits requires 240 or more hours of work. Students can take another PBT 290V class in a subsequent semester, however, the total number of credits in PBT 290V are limited to four credits.

Existing Prerequisites:
A grade of C or better in PBT 275 or consent of instructor

Proposed Prerequisites:
Instructor approval

Existing Recommended Course Preparation:
None

Proposed Recommended Course Preparation
At least two of the 200 level PBT courses
PBT 210 PBT 269 PBT 264 PBT 275   PBT 251 PBT 250

Learning Outcomes:
1) Work in a professional setting through an experimental-learning environment
2) Maintain a journal of experiences gained during the internship
3) Compose a paper describing the internship experience

4) Develop a professional presentation detailing internship experiences and give a public presentation

Action: 18 approve, 0 disapprove, 0 abstain