Hawaii Community College
Course Outline of Record

PLEASE NOTE: The ad hoc GE Committee is a college-wide committee of the Academic Senate, serving all degree programs. See Motion to Affirm the Academic Senate General Education Process and Procedures (3/18/15); End Note 2.

PHIL 100 : Introduction to Philosophy : Survey of Problems

The committee will refer to the COR to ensure college-level placement in skill areas as follows:
a. If math is required for evaluatory activites/assignments, college-level math placement* is needed.
b. If reading is required for evaluatory activites/assignments, college-level reading placement* is needed.
c. If writing is required for evaluatory activites / assignments, college-level writing placement* is needed.

* College-level placement is determined by the college's Placement Testing policy score requirements. See End Note 1: Motion to Meet ACCJC General Education Requirements for College-Level Quality and Rigor (2/11/15)

REFERENCE END NOTES:
1. End Note 1: Motion to Meet ACCJC General Education Requirements for College-Level Quality and Rigor (2/11/15)
2. End Note 2: Motion to Affirm the Academic Senate General Education Process and Procedures (3/18/15)

The Course Outline of Record is verified to be accurate on 4/3/2014

Mitchell S. Okuma
Curriculum Records Support Specialist

Make sure the official COR is unmarked, signed, and dated.

Hawai'i Community College
Course Articulation Status Within the University of Hawai'i System (form approved by ad hoc GEC, 9-18-13)

Date form completed: 11/10/14

Person completing the form (please print): Jessica Lerma

Date the UH System Course Transfer Database (http://www.hawaii.edu/transferdatabase/li) was checked (use link to glossary for definitions of terms): 11/10/14

Provide both dates: 1. date form was completed and 2. date database was checked.

Hawai'i Community College course alpha, number and title: Phil 100: Introduction to Philosophy Survey of Problems

For each campus with which the HawCC course is articulated, fill in the information for each row

	UH Hilo	UH Manoa	UH West O'ahu	Hon CC	Kap CC	Kaua'i CC	Lee CC	Univ. of Maui College	Win CC
Mark with X all campuses with which the course is articulated	X	X	X	X	X	X	X	X	X
If applicable, provide the equivalent course alpha/number	PHIL 100	PHIL 100				PHIL 100	PHIL 100	PHIL 100	PHIL 100
If applicable, indicate how the course is accepted (ie, Foundation Hallmark, GE, etc.)	GE	Core Requirement (DH)	Core Requirement (DH)	Core Requirement (DH)	Core Requirement (DH)	Core Requirement (DH)	Core Requirement (DH)	Core Requirement (DH)	Core Requirement (DH)
NOTES									

Make sure that you indicate whether the course articulates as a general education course at sister institutions. This ensures GE transfer credit for students who transfer prior to degree or who graduate with an AS or AAS degree and then return for a four-year degree.

Make sure that the designation specified on the application aligns with the GE designation at our sister colleges, **if applicable**. For example, if the equivalent course is a GE Humanities course across the system, the course should be submitted for designation in GE Areas of Knowledge: Humanities. This ensures GE transfer credit for students who transfer prior to degree or who graduate with an AS or AAS degree and then return for a four-year degree.

Hawai'i Community College
Course Assessment Plan

A complete assessment *cycle* is comprised of three steps:

   i.   **Assessment Plan**: develop an assessment plan for course(s) and submit for approval and publication.

   ii.   **Assessment Report and Action Plan**: after gathering and evaluating the assessment data, complete and submit the Assessment Report and Action Plan with budget requests.

   iii.   **Improvement Strategies**: the Action Plan's implementation results are used to complete the assessment cycle by making enhancements to the program, courses, curriculum, or the next assessment.

An assessment cycle's duration depends upon the assessment strategy and the time needed to implement the resulting action plan and improvement strategy.

> **NOTE:** *A separate planning form must be submitted for each course assessed.*

1. Department or Program Name: Liberal Arts: Social Sciences (Philosophy)

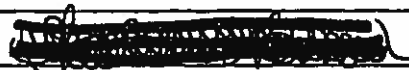Depending on the assessment focus, insert the department or program name.

2. Course Alpha, Number and Title: PHIL 100: Introduction to Philosophy: Survey of Problems

3. The assessment's planned start date: Fall 2014

Make sure the Course Assessment Plan approval page has all necessary signatures and dates.

Approval and Review

Route the assessment plan for approval after completing steps 1 through 10.

Submitted by: Jessica Lerma	Date: 3/31/14
Department Chair Signature:	Date: 3/31/14
Assessment Coordinator Signature:	Date: 4/1/2014

Hawai'i Community College
General Education Course Designation Proposal
Form unanimously approved by the HawCC Academic Senate, October 25, 2013;
revision unanimously approved by the Academic Senate, January 31, 2014

A. | PHIL | | 100 | | | course cross listing (if applicable)
course alpha | | cours

> General Education courses require a "broad comprehension of the development of knowledge, practice, and interpretive approaches" in area coverage (ACCJC 2014 Standards). Major-specific courses that specialize in one category of knowledge within a discipline and / or are typically taken only by program majors are NOT intended for General Education.

B. Effective semester & year for entering students (ie, semester

C. General Education Learning Outcome being sought as the P

Select | 7. Areas of Knowledge – Humanities

D. Based on the General Education Learning Outcome selected in C. (Primary Designation), list the specific course objectives and any relevant course learning outcomes that support each of the benchmarks in this GELO.

Areas of Knowledge - Humanities - Utilize methods, perspectives and content of selected disciplines in the humanities.

Benchmark	Course Learning Outcomes (provide all that support the GELO benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)
a. use the basic terminology of the humanities, which encompass the following disciplines: history, philosophy, language, religion and the arts, including visual, performing or creative.	Use basic terminology of several philosophical theories.	Recognize the major world views that have dominated philosophy. Demonstrate knowledge of major thinkers and of major concerns such as the problem of God, the nature of reality, the nature of self, ethical concerns, problems of truth, and problems of meaning. In demonstrating knowledge of major world views, thinkers and concerns in philosophy, students will use terminology of different philosophical theories.
b. demonstrate an understanding of the theories of the humanities	Demonstrate an understanding of various philosophical theories.	Show awareness of contemporary philosophical trends and conflicts. Demonstrate knowledge of major thinkers and of major concerns such as the problem of God, the nature of reality, the nature of self, ethical concerns, problems of truth, and problems of meaning.
c. apply methods or modes of inquiry used in the study of the humanities	Apply philosop	Show awareness of contemporary philosophical trends and conflicts. Students will apply philosophical methods to current-day topics.

> Carefully review the benchmarks to make sure the course covers the broad content specified.

> Select the outcome(s) and objective(s) that directly correspond with the benchmark.

> Make sure that the outcomes and objectives have the same wording and format (e.g., numbers or letters, if used) as that in the COR.

E. List or describe examples of specific rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to each benchmark.

% of course does NOT have to add to 100: assignments may overlap; course may cover non-benchmark content.

Areas of Knowledge – Humanities - Utilize methods, perspectives and content of selected disciplines in the humanities.

Benchmark	Course LOs	Class Activity/ Assignment	% of Course
a. use the basic terminology of the humanities, which encompass the following disciplines: history, philosophy, language, religion and the arts, including visual, performing or creative.	Use basic terminology of several philosophical theories.	Worksheets, Exams (midterm and final): Students answer specific questions about philosophical positions, comparing and contrasting, using basic terminology. Essay: Students discuss a film and pick specific philosophical theories to analyze, using basic terminology. (Ex: Cartesian dualism vs. materialism.)	85

Provide specific examples of student work that is actually evaluated by the instructor to assess student learning. (Do not include non-evaluatory activities.)

H. Signature Page: GE Course Designation Proposal

PHIL 100 Introduction

To ensure college-level rigor, the committee will check the COR to make sure that there is college-level placement in skill areas needed for assignment / activities. Please see End Note 1: Motion to Meet ACCJC General Education Requirements for College-Level Quality and Rigor (2/11/15)

Signature of Proposer   Print Name   Date

☒ A check here, which is required, indicates that all tenured/tenure-track faculty who have taught this course within the past 5 years approved this proposal.

Signature of the Division/Department Chair   Print Name

☒ A check here, which is required, indicates that all tenured/tenure-track faculty who have taught the past 5 years approved this proposal.

In addition to signatures and dates, make sure that all faculty who have taught the course over the past five years approve of the proposal.

Signature of the GEC Co-Chairs   Date

Signature of the Academic Senate Chair   Date

Signature of the Vice Chancellor for Academic Affairs   Date

Motion to Meet ACCJC General-Education Requirements
for College-Level Quality and Rigor
Passed February 11, 2015

1. Whereas ACCJC requires that "degree credit for the general education component of a program must be consistent with levels of quality and rigor appropriate to higher education. A deficiency in this area implicates the College's compliance with both Eligibility Requirements and Accreditation Standards" (ACCJC re-affirmation letter, 2/11/13).

2. Whereas the college's and UH System's policies specify that 100-numbered courses be at the baccalaureate level: "If the course is numbered 100 or above, it presents baccalaureate-level coursework, for example, in terms of pacing, mathematical/analytical or reading level, and amount of reading or required independent work" (Numbering Criteria for New and Modified Courses, HAW 5.252). "Courses numbered 100-499: Within the UH system, credit for courses numbered 100-499 will transfer as baccalaureate-level credit" (UH System articulation policy E 5.209).

3. Whereas, to maintain federal aid compliance, the college must follow the system's credit-hour policy (UHCC policy 5.228), which states that students must complete at least 2 hours of independent work for each credit hour earned: "Fifty minutes to one hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time" (Credit Hour Policy).

4. Whereas the college's Placement Testing policy, which aligns with the system, specifies the means for determining whether students are able to participate in college-level work in the competency areas of reading, writing and math.

5. Whereas, GE Rubric Sections E, F, and G specify "rigorous assignments/activities."

6. Whereas the committee must have a means of verifying that "rigorous assignments/activities" are "consistent with levels of quality and rigor appropriate to higher education."

7. Whereas the need for the committee to verify that "rigorous assignments/activities" are "consistent with levels of quality and rigor appropriate to higher education" is essential for the committee to proceed with GE review in a timely manner and meet the needs of our students.

MOTION:
In order that all General Education courses are at the required level of quality and rigor, for any course that specifies for Rubric Items 8, 10 and 12, reading, writing, and / or math assignments and / or activities, the committee will refer to the submitted course's Course Outline of Record to ensure that the COR specifies college-level placement in the corresponding competency area(s) of reading, writing, and/or math.

Motion to Affirm the Academic Senate General Education Process and Procedures
Passed unanimously by the Academic Senate ad hoc General Education Committee on March 18, 2015

1. Whereas UHCC Policy 5.200 specifies that General Education for all degree programs "ensures that the process includes broad dialogue on how student learning outcomes are used to analyze courses for inclusion as general education" and "that the rationale for general education is communicated to all stakeholders";

2. Whereas the ad hoc General Education Committee is a college-wide committee charged by the Academic Senate "to address ACCJC recommendations to the College regarding General Education" (Academic Senate Charge) whose formation was found to be satisfactory by ACCJC in its follow-up report (ACCJC External Evaluation Report);

3. Whereas the ad hoc General Education Committee is a college-wide committee charged by the Academic Senate with implementing the following:

   a. a General Education course designation process "based upon recommendations agreed to at the March 27, 2013, meeting of concerned faculty, the VCAA, Deans of Liberal Arts and CTE, and the Chair of the Academic Senate" (Academic Senate Charge);

   b. "forms and other documents necessary to implement the GE course designation process"(Academic Senate Charge);

4. Whereas the Academic Senate ad hoc General Education Committee Operating Procedures were unanimously approved by the Academic Senate on October 25, 2013, and unanimously amended by the Academic Senate on May 9, 2014;

5. Whereas Section 5 of the Academic Senate ad hoc General Education Committee Operating Procedures specifies that the Committee provide review and recommendations related to General Education to the Academic Senate through Spring 2016:

   a. "The Committee's charge ends on the last day of the duty period of the Spring 2016 semester [approved by the Academic Senate, 5/9/2014]. The Committee will present the Academic Senate Chair and Executive Committee with a summary of its actions, an assessment of its process, documentation, and procedures, as well as suggestions for continuing the work of reviewing courses for inclusion in General Education at HawCC" Academic Senate ad hoc General Education Committee Operating Procedures.

6. Whereas Section 7 of the Academic Senate ad hoc General Education Committee Operating Procedures specifies the Committee's responsibility to act as a college-wide representative body to make recommendations regarding amendments to the General Education benchmarks, process and documentation:

   a. "Amendments to Benchmarks, process and documentation: The Committee, in response to concerns from its members or their constituencies, can revise the Benchmarks, application process, and related documentation by a majority vote. Such changes would then have to be submitted to the Senate for approval" Academic Senate ad hoc General Education Committee Operating Procedures.

MOTION:

1. **In order that the college's established General Education process can continue in a timely manner, meeting ACCJC requirements and following the Academic Senate ad hoc General Education Committee Operating Procedures, the Academic Senate ad hoc General Education Committee requests that prior to Academic Senate action on General Education items such items be presented to the Committee for review to ensure that the college's General Education process is "fully implemented and effectively documented, with support and guidance from all responsible campus constituencies" (ACCJC re-affirmation letter).**