Kapiolani Community College
ADM 101 - Course Outline Template

1. **Course Alpha [required field]**

   ADM

2. **Course Number [required field]**

   101

3. **Addition? Deletion? Modification? If this is a modification, what actions are proposed? Is this course applying for or renewing a Diversification designation? A Foundations designation?**

4. **Full Course Title for the Catalog [required field]**

   Course Outline Template

5. **Date of this Course Outline [required field]**

6. **Prerequisite(s) for catalog text and linking to courses (click yellow prereq button to access linking level)**

7. **Corequisite(s) for catalog text and for linking (click yellow coreq button to access linking level)**

8. **Recommended preparation for catalog text and for linking (click yellow Rec Prep button to access linking level)**

9. **Credits [required field]**

10. **Repeatable for additional credits?**

11. **Maximum number of credits for student transcript**

12. Cross-listed

13. Contact Hours (type) [required field]

14. Contact Hours (quantity) How many hours will the student spend per week in lectures, laboratories, lecture/labs, clinical, etc.? [required field]

15. Course Description [required field]

16. Suggested Methods of Evaluation - Measures of Student Achievement [required field]

17. Suggested Methods of Instruction [required field]

18. General Education Student Learning Outcomes

Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
Self and Community/Diversity of Human Experience - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.
Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
Integrative Learning - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global

communities.

19. Program Student Learning Outcomes Addressed

20. Specific course level Student Learning Outcomes [not currently used at KapCC unless required by external accreditation]

21. Course Competencies with links [required field] (click yellow Competencies button to enter individual competencies), (to link with grading and Program SLOs use chain link icon in the upper right corner)

22. Course Content with links [required field] (click on the blue help icon in the upper right corner for details on how to fill out this field)

23. Text and materials

24. Auxiliary Materials and Content

25. Reference Materials

26. Semester information

27. Effective Term [required field]

28. Suggested Methods of Delivery

29. Grading Options [required field]

30. **Grading Scale and Weighting Suggestions (reflect suggested selections from #16) [required field]**

31. **Is the course required or an elective in a degree or certificate program? If yes, name the degree or certificate where the course is required.**

32. **For what degree or certificate program(s) was the course designed? Will the course lengthen the time for the students to complete the program? Will it replace another course?**

33. **Will this course proposal increase or decrease the number of required hours needed for a certificate or degree? Yes/No If yes, provide justification.**

34. **Will this proposal require a change in staff, equipment, facilities, or other resources?**

35. **Do we have a full-time faculty member who meets the requirements to teach this course? If not, who will teach the course?**

36. **Is this an experimental course seeking regular status? Yes/No If "Yes", what was the experimental number and when (what semesters/years) were the experimental classes offered?**

37. **How is this course related to the educational needs and goals of the division, college, and community as reflected in the Strategic Plan? How is it related to courses and programs?**

38. **Basic skills (reading, writing and analytical) needed for success in the course. The concern here is with the skill levels required of students rather than the level of material in the class.**

39. **Amount (quantity) and level of reading, writing or other independent work required. As a rule of thumb, much of the reading material for a freshman level course should be at 12th or 13th grade level.**

40. Amount (quantity) and level of quantitative and logical reasoning required. Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses.

41. Background knowledge in related subject matter expected of students entering the course. Is a course based on the expectation that students will have completed normal high school courses in related areas?

42. Expectations for student participation outside of class. Students are expected to spend at least three hours outside of class for every hour in class by means of the following activities:

43. Justify the level of proposed course: 100 level, 200 level, 300 level, or lower than 100 level.

44. Identify similar courses at other UH colleges: list college, alpha, number, title, and credits for each. If it differs in important ways, explain how.

45. Is a similar course taught on the upper-division level by a four year UH college? If so, explain why this course is appropriate at the lower division, or how it differs from its upper-division counterpart.

46. Is this course appropriate for articulation with the UH Manoa General Education Core Requirements? Yes/No

47. Is the course currently articulated with any two or four-year program at another UH institution? If so, give details and dates of agreement(s) and explain any impact the proposed change may have upon articulation. (Please note that this is NOT a reference to UHM Gen Ed articulation.)

48. Maximum enrollment per class section? (and justification if maximum enrollment is not standard) [required field]

49. Number of sections per semester or year?

50. Exclude from catalog? Yes/No

51. Justification (explain why this curriculum action is proposed). If applicable, list explanations of how this course meets Diversification or Foundations Hallmarks.

52. Special Comments for Catalog

53. Status (active/inactive)

Inactive

54. Restricted to Specific Semester(s)

55. Explain the reason for and purpose of prerequisites, corequisites, and recommended preparation [Kap CC Faculty Senate requirement if have prereqs/coreqs/rec preps]

56. AA General Education Area (contact the Faculty Senate for directions on completing documentation for Foundations categories FS, FW, FGA, FGB, FGC)

57. AA General Education Extra

58. AS General Education Area

59. AS General Education Extra

60. Banner title (30 characters or fewer) [required field]