1. Meeting was called to order at 1:12 p.m.

2. Approval of 2.17.2015 minutes

   Motion to approve 2.17.2015 minutes submitted by Kalawaia Moore; Seconded by Kathleen French. Motion passes via voce.

3. Reports

   A. ACCFSC/CCCFSC (Dave Krupp)

      Dave reported that meeting as a representative of the ACCFSC, he made a brief presentation at the BOR meeting. He noted that the BOR is currently being advised on several hundred bills in the house and senate that are relevant to the University of Hawaii system.

      At the ACCFSC meeting, they established a committee to look into the issue of online laboratories.

      In regards to the final version of the UH/UHPA MOA, Dave reported that the members of the ACCFSC were satisfied, in general. The MOA outlines what the faculty can discuss with admin and what UHPA can discuss with admin. There was further discussion regarding the HB 552 but with no major decisions.

      Finally, Dave reported that UH President Lassner just signed off on the UH system policy on sustainability. This policy, while ground-breaking, will present a lot of challenges (though welcome challenges) for all UH campuses. There was a discussion concerning the importance of WCC moving forward to create a sustainability committee. It was noted that since this committee should include not just faculty, but also staff, students and admin, it should be a committee established
by our chancellor and not a subcommittee of the faculty senate. Nevertheless, it was noted that it would be useful for us to adopt a resolution asking our chancellor to establish such a committee.

A discussion of some other highlights of the policy followed. It was noted that the sustainability policy calls for two councils to be created. One council will be an overall sustainability council and the other will be a curriculum council made up of vice chancellors from various departments across the campuses. It was noted that there appears to be a lack of representation from faculty. It was also noted that this is an unfunded mandate; thus, the college will likely foot all or portion of the cost of putting this policy into place. Components of the policy include three areas: community engagement, curriculum, and facilities and management. In three years, the policy will be evaluated. Plans to put much of the policy into effect are to be implemented by the end of 2015. The ultimate target of 0% net carbon emissions is planned for 2050.

For the complete System Sustainability policy, see Attachment #1 or go to the link: http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=4&policyNumber=202

B. Curriculum Committee (Kathleen French)

Kathleen reported that the following Curriculum Proposals were approved. See the attachment for curriculum policy modifications

1. Course Archive: ICS 50, Basic Computer Skills

2. Course Archive: ICS 115, Advanced Computing Applications

3. Course Archive: ICS 120, Spreadsheet Fundamentals

4. Course Archive: ICS 140, Elementary Operating Systems

In addition, the Curriculum Policies and Procedures document has been modified from the previous policy dated February 14, 2012. There are two main modifications made: one, the reduction in time from 10 working days to 5 working days that curriculum proposals must be posted on the Discussion Board; and two, the allowance of minor proposal changes to be completed within the various levels of approval without the proposal having to restart the entire curriculum approval process.

Motion to approve submitted by Dave Krupp; Seconded by Floyd McCoy. Motion passes via voce.

Kathleen asked the senators if they want to be notified of any small changes, such as missing words or punctuation errors made by administrators and the curriculum chair. The senators said that they did not wish for notifications on
small changes in curriculum proposals.

Please see the following link for the modified curriculum proposal policy, see attachment #2 or go to the following link:
http://windward.hawaii.edu/discussions/2015/Curriculum-policies/

C. Writing Advisory Board – no report

D. Foundations Board Report (Jean Okumura)

While Jean was not present, she notified the faculty and staff on February 23, 2015, that the Foundations Board has approved GEOG 102 for Foundations Global & Multicultural Perspectives - Group B (content primarily after 1500 CE) designation (FGB) effective Fall 2015 to Summer 2020.

E. Aloha Committee Report – no report

4. Old Business

A. WCC Evening Curriculum – no report

B. Accreditation and Strategic Planning, Policies and Procedures

Dave reported that the system strategic plan has been approved and the CC strategic plan will dovetail under that plan. From here on out, the draft for the CC plan won’t change much. Thus, this committee can begin reviewing the draft. They will schedule an initial meeting and return to Faculty Senate with a report.

C. On John Morton’s request for ways to improve 360 reviews

Language Arts suggested that the 360 evaluations have any questions removed that ask for any details about the evaluator. Additionally, it was suggested that in order to write better evaluations for administrators, it would be helpful if their individual or department goals and duties were posted for us. Apparently, there used to be an email sent out about in this regard, but that has stopped in the last few years.

It was suggested by multiple senators that the notes that were previously collected on ways to improve the 360s be reviewed and sent to Morton. It was also suggested that there be an open-period where all faculty and staff can weigh in on any administrator. Senators who have yet to get feedback from their departments are asked to seek advice and suggestions as to how Morton can improve the 360 reviews.

D. On Kalawaia’s Role as the Faculty Senate Representative on the PBC

There was a conversation regarding Kalawaia’s role on the PBC. Kalawaia suggested that rather than acting as a voting member, which could benefit his own department, he would not vote and, instead, keep the Faculty Senate informed about action items.

5. New Business
A. There was a discussion concerning the expiring strategic plan and how the new sustainability policy will affect the future of the WCC mission statement and our next strategic plan. It was noted that for the future of grant writing, sustainability and other requests, individuals need a strategic plan to which they may tie their requests. The senators are concerned that faculty senate has had little say in the changes coming down from the Strategic Planning Committee and other committees and task forces. Kalawaia will look into this issue further and report back to the senators.

B. There was a discussion concerning the establishment of a sustainability committee and whether it needs to come out of Doug’s office since it involves more than just curriculum issues. The chairs will discuss this with Doug and report back to Faculty Senate.

C. There was a discussion concerning whether or not Faculty Senate should weigh in on the conversation surrounding the use of Akoakoa 107-109 as the site for our Title III funded childcare program. The senators discussed other space options and the concerns of some over the proposed plans.

6. Announcements - none

7. The meeting was adjourned at 2:25 pm

Next Meeting:  Tuesday, 3.17.15

SPRING 2015:
03.17.15
04.07.15
04.21.15
05.05.15

Minutes submitted by: Jenny Webster
Recording Chair

Attachments:

Attachment #1

Executive Policy, EP 4.202
System Sustainability

The University of Hawai‘i (University or UH) has a rich history of research, teaching and curriculum development, service and stakeholder activism on issues of sustainability. The University recognizes the rich foundation of indigenous Hawaiian cultural values and knowledge, and seeks to learn from this foundation to develop a uniquely strong response to climate change and sustainability challenges.

Hawai‘i is highly dependent on imported fossil fuel and endures among the highest electricity rates in the United States. This jeopardizes the economy and the health of the physical environment. Recognizing this problem, Hawai‘i is also one of few states
that has adopted a climate change law (Act 234, 2007), has one of the most aggressive renewable energy policies in the country (Hawai’i Clean Energy Initiative 2008) and has established ambitious state sustainability goals endorsed by the legislature in the Aloha + Challenge (Hawai’i Green Growth Hawai’i) and the Hawai’i State Sustainability Plan. The Board of Regents has embraced sustainability as a core aspect of the UH mission, and it is imperative that the UH System, one of the largest consumers of energy in the State, establishes an ambitious sustainability policy to ensure it continues to deliver world class educational and research opportunities for generations to come.

Every campus has the opportunity and obligation to embrace sustainability principles for all campus activities and to set data-based performance measures to improve resource use efficiencies, increase the generation and use of renewable energy, and conserve state social, cultural, economic and environmental resources. Furthermore, the University is in a position to increase and transmit knowledge in all areas of sustainability, and this policy encourages faculty to research and study problems that directly affect campus and community sustainability, and to include hands-on problem solving among other sustainability education initiatives in the curriculum.

I. Purpose

A. To establish a mechanism through which administrators, faculty, staff and students implement the sustainability goals in accordance with the policy established by the Board of Regents (BOR).

B. To further define goals in the areas of operations, curriculum, research and scholarship, campus and community engagement, and cultural connections. These goals shall serve to guide the campus strategic planning efforts for all campuses.

C. To provide system wide metrics and targets for improved efficiency and reduced resource waste for buildings, climate, dining, energy, grounds, purchasing, transportation, waste and water, along with timelines and a reporting framework.

D. To establish mechanisms to track and re-invest savings from sustainability initiatives in order to maximize efficiencies and reduce waste.

E. To establish a university-wide culture that integrates sustainability values in an island context with global impact.

II. Definitions

As used in this policy, sustainability means serving the needs of the present without jeopardizing the needs of the future.

III. Executive Policy
The University of Hawai‘i System shall develop goals, metrics and plans that address five key areas of a comprehensive sustainability program. The five areas include:

A. Operations

The University is committed to continuous improvement in reducing its negative environmental impact and becoming ecologically restorative in buildings, climate, food systems, energy, grounds, purchasing, transportation, waste and water.

Accordingly, the University shall:

1. Commit to minimize greenhouse emissions and become carbon neutral by 2050.

2. Reduce fossil fuel sourced energy through increased efficiency and use of renewable energy sources. The University shall meet or exceed the following energy reduction and renewable targets relative to a 2008 baseline:

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<tr>
<th>By 2020</th>
<th>By 2025</th>
<th>By 2030</th>
<th>By 2035</th>
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<tr>
<td>Energy efficiency</td>
<td>10%</td>
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<tr>
<td>Renewables</td>
<td>10%</td>
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3. Adopt building and design standards for new University construction and renovation that are grounded in energy and design principles consistent with Hawai‘i’s climate and conditions.

4. Ensure that all new construction and major renovations will achieve a minimum of LEED “Silver” designation and will strive for LEED “Gold.”

5. Develop an energy management system that will inform the University community on the progress toward the energy and carbon neutrality goals.

6. Establish metrics and reporting mechanisms to track total solid waste generated, waste source reduction, recycling, re-use of materials, green waste, food waste, electronic waste, use of single use plastics and bioconversion.

7. Establish metrics and reporting mechanisms to track water conservation, water efficiency and best management practices methods for rainwater/storm water storage, recharge and re-use on the campus and wastewater management to reduce effluent discharge into local surface water supplies.

8. Establish metrics and reporting mechanisms to track fuel efficiency and sustainability for campus fleets.
9. Establish policies and programs to reduce single occupancy vehicle trips to campuses, including support for optional modes of transportation and bicycle and pedestrian friendly campuses and communities.

10. Support imparting a Hawaiian sense of place on all campuses through landscaping, signage and the creation of gathering spaces to enable social and cultural sustainability of campus communities.

11. Establish a tracking mechanism and establish targets and milestones for the implementation of sustainable food service practices, including where financially feasible, purchasing local and sustainable food products.

12. Establish a Green Purchasing Policy for all supplies, equipment and building materials (including computers, cleaning products, paper and other material goods), which strives to integrate sustainability criteria into vendor selection processes.

B. Curriculum

The University will encourage, facilitate and support curriculum development that advances the principles of sustainability and enables cross-campus collaborations that integrate teaching and research with solutions at the campus and community levels.

Specific goals include:

1. The development of appropriate new courses and programs related to sustainability that articulate across campuses.

2. The integration of sustainability principles into existing curricula where appropriate.

3. The development of campus and community based sites for laboratory or field-based learning related to sustainability, including engagement by students in the University’s operational improvements in sustainability.

4. The incorporation of sustainability practices and learning into student life and other co-curricular activities.

5. The development of professional development opportunities for faculty and students related to curriculum development and delivery in sustainability.

C. Research and Scholarship
The University will encourage, facilitate and support basic and applied research initiatives that advance the principles of sustainability and enable cross-campus collaborations that integrate teaching and research with solutions at the campus, community and global levels.

Specific goals include:

1. Establish metrics to monitor and promote increased research and scholarship in sustainability at all levels.

2. Professional development and collaboration opportunities for faculty and students in sustainability scholarship.

D. Campus and Community Engagement

The University is committed to the engagement of students, faculty, staff and the local community across disciplines to prioritize and implement sustainable practices. The classroom, the campus and the community comprise an interconnected educational environment.

Specific goals include:

1. The development of mutually beneficial partnerships with community organizations, non-profit organizations, the private sector, and other colleges and universities in Hawai’i and beyond to advance sustainability initiatives.

2. The creation of internship opportunities for students with external partners and collaborators.

3. Supporting sustainability and related science education initiatives in Hawai’i’s public schools.

4. Incorporating sustainability initiatives into the priorities of the University of Hawai’i and University of Hawai’i Foundation for philanthropy.

E. Cultural Connections

Recognizing the unique and respected Hawaiian host culture, the geographic remoteness of the islands and the rich diversity of cultures in Hawai’i, the University will create a sustainable living and learning environment that honors its cultural foundation and addresses the challenges and opportunities of its location. The University will
proactively form working relationships with external partners to understand community, workforce and business needs to bring higher education, research and service outreach value to the community, and to help shape economic structures, employment opportunities and integrated, 21st century sustainable solutions for Hawai‘i, the region and beyond.

These cultural connections shall:

1. Embrace the culture, wisdom and fundamental values of the indigenous people of Hawai‘i to advance sustainability.

2. Cultivate an inclusive University community with varied characteristics, ideas, cultures and world-views through which our students, faculty and staff celebrate difference and respect tradition and wisdom.

F. Planning, Coordination and Oversight

1. Office of Sustainability

There shall be an Office of Sustainability within the Office of the Vice President for Administration to ensure that sustainability is incorporated into planning, budgeting and decision-making throughout the institution. The University will institutionalize sustainability by developing and dedicating resources to the coordination, staffing, measuring, monitoring and reporting of its sustainability initiatives.

2. Sustainability Council

There shall be a formal, standing Sustainability Council that reports directly to the Vice President for Administration. It shall provide guidance and advice on the implementation of this policy at the System and campus level. It shall include, at a minimum, representation or designees from the following offices:

a. Vice President for Administration
b. Vice President for Community Colleges
c. Office of the Chancellor, University of Hawai‘i at Mānoa
d. Office of the Chancellor, University of Hawai‘i – West O‘ahu
e. Office of the Chancellor, University of Hawai‘i at Hilo
f. The Sustainability Curriculum Council
g. All Campus Council of Faculty Senate Chairs
h. Student Caucus
i. Pūko‘a Council
3. Sustainability Curriculum Council

There shall be a formal, standing Sustainability Curriculum Council to provide coordination, support and advice to the campuses regarding scholarly, scientific and community-engaged research projects in sustainability; integrating sustainability into existing courses across the curriculum; developing new sustainability courses, programs, certificates and degrees; and supporting and assisting current sustainability degree programs to evolve, excel and flourish. It shall report directly to the Vice President for Academic Affairs and include, at a minimum, representation from the following offices or their designees:

a. Vice President for Academic Affairs
b. Vice Chancellor for Academic Affairs, University of Hawai‘i at Mānoa
c. Vice Chancellor for Academic Affairs, University of Hawai‘i at Hilo
d. Vice Chancellor for Academic Affairs, University of Hawai‘i – West O‘ahu
e. Associate Vice President for Academic Affairs, Community Colleges
f. The Sustainability Council
g. All Campus Council of Faculty Senate Chairs
h. Student Caucus
i. Pūko‘a Council

4. Campus Sustainability Implementation Plans

Each campus shall develop and adopt its own sustainability implementation plan.

The plans shall, at a minimum, include:

a. Plans to appropriately address the five areas addressed by this policy, outlined in Section III, A-E above (Operations, Curriculum, Research and Scholarship, Campus and Community Engagement, Cultural Connections), as they relate to the specific campus.

b. Mechanisms to collect, track and report data that empirically measures the advancements made in all of the five areas addressed by this policy.

Each University Chancellor and the Vice President for Community Colleges shall report annually to the Board and the President regarding advancement made toward implementation and execution of this policy.

IV. Delegation of Authority

The Vice President for Administration is delegated authority to develop specific procedures that carry out the intent of this Executive policy. The Vice President or
his/her designee shall report to the President annually on the progress in carrying out the University’s commitment to sustainability.

V. Contact Information

Jan Gouveia, Vice President for Administration  
jgouveia@hawaii.edu  
(808) 956-6405

VI. References

A. Board of Regents Policy RP 4.201, Mission and Purpose of the University, addressing sustainability:

http://www.hawaii.edu/policy/rp4.201

B. The University of Hawai‘i Sustainability Working Group used the following local and global websites and documents to guide its policy development:

1. The Earth Charter uses “a universal expression of ethical principles to foster sustainable development.”

http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html

2. UNESCO is leading an international agenda for sustainable development with an emphasis on indigenous knowledge.


3. The mission of the Association for the Advancement of Sustainability in Higher Education (AASHE) is to inspire and catalyze higher education to lead the global sustainability transformation. AASHE has developed the Sustainability Tracking, Assessment & Rating System (STARS) self-reporting framework for colleges and universities to transparently measure their sustainability performance and evaluate campus sustainability efforts.

   a. https://aashe.org/
b. https://stars.aashe.org/

4. The goal of the Sustainable Communities network is “to establish local economies that are economically viable, environmentally sound and socially responsible.”

http://www.sustainable.org/economy

Attachment #2

Policies and Procedures on Credit Curriculum References

CCCM 6100 - Policies and Procedures for Approval of New and Modified Courses, 1991:


E5.201 Approval of New Academic Programs and Review of Provisional Programs

E5.202 - Review of Established Programs:

E5.228 - Credit Hours: http://www.hawaii.edu/apls/ep/e5/e5228.pdf

UH Board of Regents - Academic Affairs (specifically 5-1 through 5-3 and 5-13):
http://www.hawaii.edu/offices/bor/policy/borpch5.pdf

Windward CC Faculty Senate Constitution, Article V:
http://windward.hawaii.edu/committees/Faculty_Senate/Faculty_Constitution.pdf

Credit Curriculum and Academic Affairs Committee Policy:
http://windward.hawaii.edu/committees/CC/

ACCJC Letter on Credit Hours, March 2011:

ACCJC Accreditation Standards Annotated for Continuous Quality Improvement and SLOs:

Background and Purpose

The Mission of Windward Community College depends on creating and maintaining a coherent and effective system of credit courses and programs. The college is committed to academic excellence, and on-going evaluation.
The Curriculum Policies and Procedures document is intended to create, approve, modify, deactivate, and assess curriculum for credit courses and programs.

The primary committee on campus that deals with curriculum matters is the Curriculum Committee. Other groups on campus, such as the Office of Academic Affairs and the Institutional Effectiveness Committee, are also part of the curriculum process.

Authority

The Chancellor has ultimate authority over curriculum and the policies and procedures associated with curriculum.

The Office of Academic Affairs shall oversee the curriculum process, ensuring that it conforms to university and college policies and goals, and that the requested changes will enhance the college’s curriculum.

The Curriculum Committee is a standing committee of the Faculty Senate, charged with deliberating over curriculum matters.

The Vice Chancellor of Academic Affairs, or designee who shall be called the Curriculum Coordinator, shall be primarily responsible for infrastructure support regarding curriculum matters, which includes ensuring that college and UH system level databases are up-to-date, that forms are properly archived, and that curriculum-related information is publicized in a timely and effective manner.

Definitions

Activate: to make an inactive course part of the curriculum that can be scheduled as a class or to create a new course.

 Archived: a course that is no longer active, or previous versions of the course are considered archived.

Asynchronous: a course that does not have a set meeting time, such as an online class that is self-paced.

Co-requisite: two or more courses that must be taken together in the same semester. Concurrent: two or more courses taken at the same time.

Curriculum Coordinator: the person, designated by the Vice Chancellor of Academic Affairs, who is assigned to function as the primary institutional support for the curriculum process.

Deactivate: to make an active course unavailable to offer as a class.

Pre-requisite: a course or other qualification that must be met before a student can sign up for the class.

Synchronous: a class that meets at a specific time.

Recommended Preparation: courses or skills that are suggested for the student prior to beginning the course.

Policies A. Courses and Programs
The college curriculum is composed of the credit courses and programs required to meet the educational needs of the students and the Mission of the college. The curriculum must be of appropriate content, level, and rigor for students at a community college.

**B. Core Elements of a Course Description and Style Requirements**

The policy establishes the following general rules for what must and can be included in a course description and also the proper way to express credit course information.

**I. Catalog Description**

The catalog description shall provide a concise and complete description of the course content. Extraneous information should not be included in the description. Examples of what shall not be part of a catalog description include descriptions of when the class is going to be offered, such as specific semesters or if the course rotates with other courses from year to year.

**II. Credit and Contact Hours**

The learning activities organized for a course will be such that a typical student will be expected to perform roughly 3 hours of time per week for every credit awarded for the course. When expressing contact hours and credit hours, the following three categories will be acceptable:

- "Lecture", where 1 hour contact time = 1 credit hour
- "Lecture/Lab" or “Studio”, where 2 hours of contact time = 1 credit hour
- "Laboratory", where 3 hours contact time = 1 credit hour

A contact hour will have 50 minutes of activity.

**III. Pre- and Co-requisites**

When expressing the relationship between a course and other courses, the following shall be the accepted formats.

Use “in” instead of “into”, as in “placement in” rather than “placement into” Use "co-requisite" instead of "corequisite" Use "or equivalent preparation" instead of "or equivalent" Use "or" rather than "/" when combining courses - hence, "ASTR 110 or GG 101" rather than "ASTR 110/GG 101"

When requiring credit in a course, follow the model "Grade of __ or better in ENG 21" - Use “better” for grades, “higher” for courses When requiring credit OR placement, follow the model "Placement in or credit for ENG 22 or higher" or "Placement in or credit for ENG 100."

When requiring credit AND placement, use "Credit for ENG 22 or higher and placement in or credit for MATH 24 or higher. When requiring placement through exam, use "satisfactory placement test score." When requiring concurrent registration, use "registration in".

When requiring completion OR concurrent registration, use "Credit for or registration in ...." When requiring a co-requisite, use, for example, "Co-requisite: CHEM 161L".

**IV. Connection to Degrees and Certificates**

Courses numbered 100 and above can count as an elective for the college's Associate Degrees.
The proposal can also indicate that the course counts towards a specialized designation for the Associate Degrees, or any number of the college’s certificates.

The proposal can also indicate that the course, if repeated, may be applied more than once towards the Associate Degree, whether as meeting a core, diversification, or an elective requirement. This shall be expressed as how the credits can be applied, such as “May be repeated up to ____ credits.” For Topics courses, this shall be expressed as how the credits can be applied, such as “May be repeated up to ____ credits with different topics.”

V. Student Learning Outcomes

A course-level Student Learning Outcome (SLO) describes a measurable skill that is core to the course goals.

Each course-level SLO ought to be measurable and aligned to the course description as well as to larger-scale college outcomes.

Each course-level SLO ought to be aligned, as appropriate, to General Education Outcomes, Program Outcomes, and Certificate Outcomes.

VI. Other Elements

The Office of Academic Affairs and the Curriculum Committee have the authority to enforce additional formatting and style to ensure clarity and consistency with all credit courses.

VII. Exceptions to Content and Style Requirements

i. If the course has already been created in a way that does not conform to credit hour/course hour rule, the current amounts can remain; ii. If the course is articulated in the UH system and the articulated course does not conform to the rule; or

iii. If the Vice Chancellor of Academic Affairs, at the request of the Faculty Senate, allows an exception.

C. Procedures for Creating and Modifying Courses

The procedures governing curriculum can be divided into procedures for courses and procedures for programs. When courses and a program are being created at the same time, it is acceptable to submit the entire package at the same time. Otherwise, the courses ought to be created before the program is proposed.

I. Types of Course Changes

There are five general types of actions that can be taken with regards to a course: i. a new course can be created ii. the content of an active course can be modified iii. a course alpha or number can be changed. The previous version of the course will remain in the course database as part of the course archive.

iv. an active course can be made inactive v. an inactive course can be made active

The curriculum process shall not consider changes in the mode of instruction, such as online, face-to-face, hybrid, synchronous, and asynchronous.

II. Maintenance of the Curriculum Process

WCC Faculty Senate Minutes

March 3, 2015
It is the responsibility of the Vice Chancellor of Academic Affairs, or the person designated as the Curriculum Coordinator, to ensure that the course approval system is functioning properly.

The approval process must fit within any active UH system-level course information.

The Chancellor, on the advice of the Curriculum Committee and the Vice Chancellor of Academic Affairs, shall instruct the Curriculum Coordinator to establish a standard online form for course creation and modification. The questions included in the form shall be associated to the questions found at the UH system-level curriculum system.

III. Course Creation, Modification, Activation, and Deactivation Steps

The approval process must balance the need for academic freedom and the need for institutional input and assessment.

The course approval process shall have four main steps:

**Step 1: Creating the Proposal**

The proposer enters the proposal into the college’s local online course database. All appropriate questions on the form must be answered. A syllabus and other documents can also be sent to the Curriculum Coordinator to be posted.

For new courses, the Student Affairs representative shall be the contact person for determining the available course numbers. New courses are expected to conform to the UH system-level course numbering policies.

The proposer is strongly encouraged to show the proposal to relevant stakeholders, including the sponsoring department, the Division Dean, and the Curriculum Committee chair, to ensure that basic problems with the proposal are resolved before the proposal is presented to the campus. The proposer is also strongly encouraged to attend the Curriculum Committee meeting where their proposal will be discussed.

**Step 2: Campus Feedback**

When ready, the proposer submits the proposal for feedback. A page will be created on the college’s Discussion Board that directs people to the proposal and requests feedback from those on the college’s general mailing list. Anyone with a valid UH ID and who is part of the Windward CC directory database can post comments. The discussion shall last for at least one week (5 working days) and can be extended on the request of either the proposer or the chair of the Curriculum Committee.

The proposer is encouraged but is not required to respond to the feedback or to make changes to the proposal. Moving the proposal to the next stage in no way implies acceptance of the proposal.

**Step 3: Formal Approval Process**

If the proposer wishes to continue, the proposal is submitted to the formal approval process. At this point, the proposal is transferred from the local database to the UH system-level curriculum database.

The steps to secure formal authorization are as follows:
Approval Level 1. The Department The department shall consider, among other things, the appropriateness of the course for the discipline and the department. Any suggestions for modifications to the proposal made by the department should be made by the proposer before the document is submitted to the Curriculum Committee. The department chair shall enter the result of the departmental vote in the system database.

Approval Level 2. The Curriculum Committee The Curriculum Committee shall consider, among other things, the academic quality of the course and its appropriateness for the college. The committee will also ensure that the SLOs are appropriate and measurable. Suggestions and modifications to the proposal can be made with the approval of the proposer and curriculum committee as needed during the discussion process. The Curriculum Committee chair shall enter the result of the committee vote in the system database.

Approval Level 3. The Faculty Senate. The Faculty Senate shall consider, among other things, whether faculty deliberations at the departmental and Curriculum Committee level have been fair. The Presiding Chair of the Faculty Senate shall enter the result of the Senate's vote in the system database.

Approval Level 4. The Dean of Academic Affairs The Dean from the appropriate division shall ensure that the course change is consistent with other aspects of the College's and the University’s curriculum, including articulation and transfer. Minor changes to the proposal can be made to the proposal in consultation with the Dean of Academic Affairs, the Curriculum Committee Chair, and original proposer. The Dean's decision shall be entered into the system database.

Approval Level 5. The Vice Chancellor of Academic Affairs The Vice Chancellor shall consider, among other things, that there is sufficient demand for the course, and that the college has sufficient resources to support the course. Minor changes to the proposal can be made to the proposal in consultation with the Vice Chancellor of Academic affairs, the Curriculum Committee Chair, and original proposer. The Vice Chancellor's decision shall be entered into the system database.

Approval Level 6. The Chancellor. The Chancellor shall consider, among other things, whether the proposal is consistent with the College's Mission and Strategic Plan. Minor changes to the proposal can be made to the proposal in consultation with the Chancellor, the Curriculum Committee Chair, and original proposer. The Chancellor's decision shall be entered into the system database and the approval process is then complete.

Step 4. Implementing Approved Proposals

If the course is approved, the information is entered into Banner, the local database is updated as appropriate, and the course becomes part of the college’s curriculum.

If the proposal is not approved during the formal process, the proposer can submit a new proposal. The unsuccessful proposal shall remain in the course database and labeled as "archived."

D. Assessment of Courses

The Office of Academic Affairs is ultimately responsible to ensure that credit courses are assessed on a regular basis.

I. Courses
Special attention will be paid to changes in how course descriptions are written, how the course connects to college programs, and how the course relates to other courses at the college and in the UH system.

This assessment will also focus on: Currency: How current is the course’s content? Does it reflect current knowledge or skills?

Academic Rigor: Does the course reflect the learning outcomes of the institution? Does it reflect the standards of the discipline, either nationally or locally?

Program needs: Does the course meet the needs of an academic program? Is it an essential course for completion of a degree or certificate? Does the course meet the needs of the students?

Suggested changes to courses shall be referred to the appropriate faculty members, who can decide whether to create a course modification request. As with the original course proposal, all changes to the course are the responsibility of the proposer.

II. Course-level Student Learning Outcomes

Special attention shall be paid to Course and program-level Student Learning Outcomes.

The SLOs for course shall be assessed once every five years on a rotation system where roughly 20% of the active courses shall be assessed every year.

Department Chairs are responsible for ensuring that the courses are assessed in a timely and appropriate manner.

E. Program Creation and Modification Process

A program is either a degree or a certificate. All degrees and some certificates are approved by the Board of Regents, which means that the approval process requires the actions of external bodies such as the Board of Regents and the Council of Chief Academic Officers.

I. Authorization to Plan

If the program requires external approval, an Authorization to Plan document must be submitted. The acceptance of an Authorization to Plan involves three steps:

i. The proposal is discussed by the campus through the college’s Discussion Board system. ii. The Curriculum Committee considers a motion to recommend the Authorization to Plan. iii. If recommended by the Curriculum Committee, the Vice Chancellor of Academic Affairs forwards the proposal to the Council of Chief Academic Officers at the UH system.

The Authorization to Plan document should not be evaluated as a final program proposal. Unless the proposed program is fundamentally flawed, the response to the authorization to plan document ought to be focused more on offering feedback. Passage of the Authorization to Plan in no way implies that the program itself will be accepted.

II. Elements of a Program Proposal

The process shall parallel the course creation and modification process with the exception that, if necessary, after the approval process is completed at the college, the proposal will be forwarded to the UH system for approval.
A program description will include the following i. A narrative of the program ii. Program Learning Outcomes for the program iii. Courses that are connected to the program iv. Description of demand and social value of the program v. Description of resources needed, including budget, personnel, which will have an impact on the college

F. Program Assessment

Degrees and Certificates shall be assessed every five years, with particular attention being paid to:

i. Program learning outcomes, especially in terms of course and college outcomes ii. the appropriateness of course requirements iii. the description of courses that are closely tied to the program iv. use of space, monies, and other campus resources

v. additional needs to increase or maintain their presence on campus

G. Documentation of the Curriculum Process

The official version of all curriculum information shall be found in the course-related database. The Office of Academic Affairs shall ensure the integrity, completeness, and timeliness of the information.

The college website shall be the primary repository of curriculum documents, which will include both current and archival documents. The type of documents and data maintained includes:

i. PDFs of curriculum proposals, including previous course change forms ii. Memos and other documents relating to changes in curriculum iii. Data in course-related databases iv. Web pages to display data, including lists for active courses, archived courses, current and past course proposals, and discussions of proposals

v. Links to resources The minutes of the Curriculum Committee shall include a list of curriculum actions.

The Curriculum Committee shall present a list of curriculum actions to the Faculty Senate at the end of each academic year.

H. Assessment of the Curriculum Process

The Curriculum Committee will reassess the policies and procedures associated with the Curriculum process at the beginning of the spring semester each year and propose any changes through the college's standard policy process.

The Curriculum Committee shall be responsible for ensuring that faculty are trained in the course proposal and modification process through workshops, online tutorials, or other resources.

Responsibilities

The Chancellor, on the advice of the Vice Chancellor of Academic Affairs and the Curriculum Committee, is responsible for updating this policy.

Effective date: February 14, 2012. Revised date: February 24, 2015