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 & May 9, 2014

A. Art  
course alpha  
114  
course number  
Introduction to Color  
course title  

B. Effective semester & year for entering students (i.e., semester & year of implementation)  
Ex: Fall 2016

C. General Education Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.  
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.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Course Learning Outcomes (provide all that support the GELO benchmark)</th>
<th>Course Objectives (may provide supporting explanation as needed, after each one)</th>
</tr>
</thead>
</table>
| 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. | #2. Understand theories of color interaction and gain technical proficiency in controlling color effects.  
#3 Demonstrate skills in designing with color. | • Demonstrate an ability to perceive the multiple dimensions of color: hue, value, intensity, and temperature  
• Demonstrate skills in paint mixing, matching and application  
• Utilize cut colored paper and paint to creatively solve posed color problems  
• Demonstrate the ability to develop a personal sense of color |
| b. demonstrate an understanding of the theories of the humanities | #2. Understand theories of color interaction and gain technical proficiency in controlling color effects. | • Demonstrate a solid understanding of color interaction, theories and vocabulary  
• Develop strong communication skills and the ability to speak clearly during critiques  
• Demonstrate a solid understanding of color interaction, theories and vocabulary |
# Areas of Knowledge - Humanities - Utilize methods, perspectives and content of selected disciplines in the humanities.

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<td>Mixing Color:</td>
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<td>in controlling color effects.</td>
<td>Students will mix all colors from 3 primary colors. Students will do a color wheel.</td>
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<td>surrounding colors.</td>
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Materials of Color: Objective: experiment with different kinds of materials, such as organic, inorganic, vehicles and binders, colorfastness of materials | point(s) of emphasis both compositional and with color.  

Evaluation Criteria projects below are:  
1) Coherent, thoughtful & presentation  
2) Working knowledge of key issues related to their work  
3) Quality of execution  
4) Quality of idea  
5) Originality  
6) Shows initiative & commitment in project |
| c. apply methods or modes of inquiry used in the study of the humanities | #2. Understand theories of color interaction and gain technical proficiency in controlling color effects. | Color Emphasis Study
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F. Required Secondary Designation Critical Thinking

Critical Thinking Part 1 - Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.

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<tr>
<td>e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.</td>
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### Critical Thinking Part 2

Make informed decisions through analyzing and evaluating information (course learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

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**G. OPTIONAL second, Secondary Designation**

From the drop down menu, choose a GE Learning Outcome—anything other than the primary designation or critical thinking.

Select
H. **Signature Page: GE Course Designation Proposal**

Art 114, Introduction to Color

Course alpha/number/title

Areas of Knowledge - Humanities

Primary GELO Designation

Signature of Proposer

☐ 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

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Signature of the GEC Co-Chairs

Signature of the Academic Senate Chair

Signature of the Vice Chancellor for Academic Affairs

Date

Date

Date

Date

Save Form

Print Form
**Hawai'i Community College**

**General Education Course Designation Proposal**

Form unanimously approved by the HawCC Academic Senate, October 25, 2013; revisions unanimously approved by the Academic Senate, January 31, 2014 & May 9, 2014

A. **BIOL**

<table>
<thead>
<tr>
<th>course number</th>
<th>Natural History of the Hawaiian Islands</th>
<th>course cross listing (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>156</td>
<td></td>
<td>N/A</td>
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B. Effective semester & year for entering students (i.e., semester & year of implementation)

C. General Education Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.

Select **7. Areas of Knowledge - Natural Sciences**

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 - Natural Sciences - Utilize methods, perspectives and content of selected disciplines in the natural sciences.

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<td>a. use the basic terminology of theories, structures or processes of the natural sciences.</td>
<td>#2 Describe factors that make Hawaiian natural history unique</td>
<td>#1 Become familiar with the physical environment of the Hawaiian Islands, and the physical factors that have shaped these islands #2 Learn what the common species are in numerous Hawaiian communities, and the processes that affect specialization and diversity among Hawaiian plants and animals #3 Discover why Hawaii is considered a showcase for evolutionary biology, and what is unique about Hawaii’s biota</td>
</tr>
<tr>
<td>b. demonstrate an understanding of the theories of the natural sciences, specifically in the physical or biological sciences</td>
<td>1 Apply scientific method to address issues in natural history</td>
<td>#3 Discover why Hawaii is considered a showcase for evolutionary biology, and what is unique about Hawaii’s biota</td>
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<td>c. use the scientific method—including observation, experimentation and scientific reasoning</td>
<td>1 Apply scientific method to address issues in natural history</td>
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### 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.

**Areas of Knowledge - Natural Sciences - Utilize methods, perspectives and content of selected disciplines in the natural sciences.**

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<td>#2 Describe factors that make Hawaiian natural history unique</td>
<td>Weekly quizzes that assess student knowledge of important aspects of Hawaiian natural history, including geology, biology and atmospheric sciences. Approximately half the quiz questions will be open-ended to allow students to describe the organisms and processes that are unique to Hawaiian natural history (Objectives #1 and #2). Approximately half the quiz questions will relate to common Hawaiian species identification and natural history. These questions will include both knowledge of taxonomy and ability to identify common species by sight (Objective #3). Students will prepare and submit a summative collection of a minimum of 30 common Hawaiian species (with an emphasis on plants and arthropods). Each species will be properly identified (common and scientific name), properly labeled (as per scientific collection norms) and accompanied by a description of the factors that make this species unique (Objectives #2 and #3). Students will prepare a summative oral presentation that describes in detail the natural history of a species that occurs in Hawaii and explains why this species is unique, including its evolution, habitat, and interaction with other species (Objectives #1, #2, #3). Students will take a summative essay exam administered at the end of the semester which will include an essay question relating to factors that make Hawaiian natural history unique.</td>
<td>50</td>
</tr>
<tr>
<td>b. demonstrate an understanding of the theories of the natural sciences, specifically in the physical or biological sciences</td>
<td>#1 Apply scientific method to address issues in natural history</td>
<td>Questions in at least 5 quizzes and/or exams will relate to how natural history can be addressed through the scientific method and/or how Hawaii is a unique showcase of evolutionary biology, creating a unique biota. Students will be assessed on their ability to apply the scientific method to issues in natural history and their understanding of how the unique physical environment in Hawaii has affected evolution of native species.</td>
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<td>b. formulate research questions that require descriptive and explanatory analyses.</td>
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<td>#1 Become familiar with the physical environment of the Hawaiian Islands, and the physical factors that have shaped these islands #3 Discover why Hawaii is considered a showcase for evolutionary biology, and what is unique about Hawaii's biota #4 Study the effects of Polynesian and Western man on the Hawaiian Environment</td>
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Critical Thinking Part 2 - Make informed decisions through analyzing and evaluating information (course learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

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<td>Students will be required to apply the scientific method to observations made during class and design experiments that could be used to test hypothesis in a written proposal or report. At least 10 proposals will be required of each student. Students will prepare and submit a collection of a minimum of 30 common Hawaiian species (with an emphasis on plants and arthropods). Each species will be accompanied by a description of the factors that make this species unique. Students will take a minimum of three quizzes in which at least one-quarter of the questions require them to think about issues relating to Hawaiian natural history. Students will take a summative essay exam administered at the end of the semester which will include an essay question relating to factors that make Hawaiian natural history unique and an essay question that requires them to apply the scientific method to address natural history issues.</td>
<td>40</td>
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<td>After observing species and processes or hearing about them in lecture format, students will be required to formulate research questions, create a hypothesis, and design an experiment to address their questions. Students will submit a written proposal or report. At least 10 proposals will be required of each student. Students will take a summative essay exam administered at the end of the semester which will include an essay question that requires the student to apply the scientific method to an issue in natural history.</td>
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G. OPTIONAL second, Secondary Designation
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Select
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**Signature of Proposer**

[ ] 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.

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**Signature of the Division/Department Chair**

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[Save Form] [Print Form]
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. Chem  
100  
Chemistry and Society  

B. Effective semester & year for entering students (i.e., semester & year of implementation)  
Fall 2016

C. General Education Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.  
Select  
7. Areas of Knowledge - Natural Sciences

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 - Natural Sciences - Utilize methods, perspectives and content of selected disciplines in the natural sciences. |
|---|---|---|
| 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 theories, structures or processes of the natural sciences. | Know and describe the elements and basic principles in chemistry Identify chemical concepts and relate to other sciences and aspects of everyday life Analyze data to solve problems Apply models or rules to unfamiliar problems | Describe atomic structure and chemical bonding in molecules Write chemical formulas and write and balance chemical equations Understand the relation of basic principles to environmental problems and their solution Describe the categories, sources, and effects of the major types of atmospheric and water pollutants |
| b. demonstrate an understanding of the theories of the natural sciences, specifically in the physical or biological sciences | Identify chemical concepts and relate to other sciences and aspects of everyday life Apply scientific method Analyze data to solve problems Apply models or rules to unfamiliar problems | Describe atomic structure and chemical bonding in molecules Write chemical formulas and write and balance chemical equations Understand the relation of basic principles to environmental problems and their solution Describe the categories, sources, and effects of the major types of atmospheric and water pollutants |
| c. use the scientific method— including observation, experimentation and scientific reasoning | Apply scientific method Analyze data to solve problems Apply models or rules to unfamiliar problems | Understand the relation of basic principles to environmental problems and their solution Describe the categories, sources, and effects of the major types of atmospheric and water pollutants |
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.

<table>
<thead>
<tr>
<th>Areas of Knowledge - Natural Sciences</th>
<th>Utilize methods, perspectives and content of selected disciplines in the natural sciences.</th>
<th>Benchmark</th>
<th>Course LOs</th>
<th>Class Activity/Assignment</th>
<th>% of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. use the basic terminology of theories, structures or processes of the natural sciences</td>
<td>Know and describe the elements and basic principles in chemistry Identify chemical concepts and relate to other sciences and aspects of everyday life Analyze data to solve problems Apply models or rules to unfamiliar problems</td>
<td>Paper/pencil exercises in balancing equations, practicing concept of pH, naming and bonding characteristics of inorganic chemicals Various quizzes, mid-term tests and final exam, testing topics covered in class such as electron configuration, the periodic table of elements, ionic and covalent compounds, etc., in a level above the level of high school Chemistry</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. demonstrate an understanding of the theories of the natural sciences, specifically in the physical or biological sciences</td>
<td>Know and describe the elements and basic principles in chemistry Identify chemical concepts and relate to other sciences and aspects of everyday life Apply scientific method Analyze data to solve problems Apply models or rules to unfamiliar problems</td>
<td>Oral/written communication (Socratic method) about atomic structure, chemical bonding, the concept of pH and Redox reactions and the characteristics of inorganic and organic chemicals.</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. use the scientific method--including observation, experimentation and scientific reasoning</td>
<td>Apply scientific method Analyze data to solve problems Apply models or rules to unfamiliar problems</td>
<td>Scientific &quot;mini&quot; research paper; short essays: discussions and analysis of environmental issues (causes, effects, and solutions)</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. Required Secondary Designation Critical Thinking

Critical Thinking Part 1- Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.

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<thead>
<tr>
<th>Benchmark</th>
<th>Course Learning Outcomes (provide all that support the GELO benchmark)</th>
<th>Course Objectives (may provide supporting explanation as needed, after each one)</th>
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<tr>
<td>a. Identify and analyze assumptions and underlying points of view relating to an issue or problem.</td>
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### Critical Thinking Part 2

Make Informed decisions through analyzing and evaluating information (course learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

<p>| | |</p>
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<tbody>
<tr>
<td><strong>b.</strong> formulate research questions that require descriptive and explanatory analyses.</td>
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<td><strong>c.</strong> recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</td>
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<tr>
<td><strong>d.</strong> evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</td>
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<tr>
<td><strong>e.</strong> apply problem-solving techniques and skills, including the rules of logic and logical sequence.</td>
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<td><strong>f.</strong> synthesize information from various sources, drawing appropriate conclusions.</td>
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<tr>
<td><strong>g.</strong> reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.</td>
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<td><strong>h.</strong> demonstrate the ability to combine elements that lead to new expressions and create new products.</td>
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<td>Benchmark</td>
<td>Course LOs</td>
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G. **OPTIONAL** second, Secondary Designation

From the drop down menu, choose a GE Learning Outcome—anything other than the primary designation or critical thinking.

Select

[Select Drop Down Menu]
H. Signature Page: GE Course Designation Proposal

Chem 100 - Chemistry and Society

Course alpha/number/title

Areas of Knowledge - Natural Sciences

Primary GELO Designation

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

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 GEC Co-Chairs

Date

Signature of the Academic Senate Chair

Date

Signature of the Vice Chancellor for Academic Affairs

Date
# Hawaii 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

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**A.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Alpha</th>
<th>100 L</th>
<th>Course Title</th>
<th>Course Cross Listing (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem</td>
<td></td>
<td></td>
<td>Chemistry and Society Lab</td>
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**B.**

Effective semester & year for entering students (ie, semester & year of implementation)

Fall 2016

---

**C.**

General Education Learning Outcome being sought as the **Primary Designation**. All benchmarks within a GELO must be supported.

Select 7. Areas of Knowledge - Natural Sciences

---

**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 - Natural Sciences - Utilize methods, perspectives and content of selected disciplines in the natural sciences.

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<td>a. use the basic terminology of theories, structures or processes of the natural sciences.</td>
<td>Observe accurately and record measurements precisely</td>
<td>Use the metric system and scientific notation Carry out laboratory exercises on basic chemical principles</td>
</tr>
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<td>b. demonstrate an understanding of the theories of the natural sciences, specifically in the physical or biological sciences</td>
<td>Interpret and construct visual information.</td>
<td>Carry out laboratory exercises on basic chemical principles Understand the relation of basic principles to environmental problems and their solution</td>
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<tr>
<td>c. use the scientific method--including observation, experimentation and scientific reasoning</td>
<td>Observe accurately and record measurements precisely Interpret and construct visual information.</td>
<td>Carry out laboratory exercises on basic chemical principles Learn to use laboratory equipment and chemicals properly</td>
</tr>
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</table>
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.

| Areas of Knowledge - Natural Sciences - Utilize methods, perspectives and content of selected disciplines in the natural sciences. |
|---|---|---|---|
| **Benchmark** | **Course LOs** | **Class Activity/Assignment** | **% of Course** |
| a. use the basic terminology of theories, structures or processes of the natural sciences. | Observe accurately and record measurements precisely | A variety of chemistry experiments and paper/pencil exercises (handouts) exploring chemical principles, which include physical and chemical properties, atomic structure, solutions and precipitation, PH and neutralization reactions, Redox reactions, etc. | 50 |
| b. demonstrate an understanding of the theories of the natural sciences, specifically in the physical or biological sciences. | Interpret and construct visual information | Each laboratory is accompanied by a lab report which is comprised of a detailed write up of the experiment listing the procedure(s), observations/measurements, and data analysis. Final results/data interpretation may be in qualitative and/or quantitative form and where appropriate, may be expressed in graphic format | 50 |
| c. use the scientific method--including observation, experimentation and scientific reasoning. | Observe accurately and record measurements precisely Interpret and construct visual information. | Students perform laboratory experiments and process observations/results as described in the two rows above. | 100 |

F. Required Secondary Designation Critical Thinking

**Critical Thinking** Part 1 - Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.

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observation and analysis.

d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.

e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.

f. synthesize Information from various sources, drawing appropriate conclusions.

Observe accurately and record measurements precisely. Interpret and construct visual information.

Carry out laboratory exercises on basic chemical principles.

g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.

h. demonstrate the ability to combine elements that lead to new expressions and create new products.

Critical Thinking Part 2 - Make Informed decisions through analyzing and evaluating information (course learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

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<td><strong>f.</strong> synthesize information from various sources, drawing appropriate conclusions.</td>
<td>Observe accurately and record measurements precisely. Interpret and construct visual information.</td>
<td>Detailed lab report for each experiment. Each laboratory is accompanied by a lab report which is comprised of a concise, but detailed write-up of the underlying theory, the procedure, the observed result and the data analysis. Observed data and final results may be in qualitative and/or quantitative form and may be expressed in graphic form.</td>
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<td><strong>g.</strong> reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.</td>
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<td><strong>h.</strong> demonstrate the ability to combine elements that lead to new expressions and create new products.</td>
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**G.** **OPTIONAL** second, Secondary Designation

From the drop down menu, choose a GE Learning Outcome—anything other than the primary designation or critical thinking.

*Select*
H. Signature Page: GE Course Designation Proposal

Chem100L Chemistry and Society Lab

Course alpha/number/title

Areas of Knowledge - Natural Sciences

Primary GELO Designation

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

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 GEC Co-Chairs

Date

Signature of the Academic Senate Chair

Date

Signature of the Vice Chancellor for Academic Affairs

Date
Hawai'i Community College
General Education Course Designation Proposal
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A.  ENG  204  Creative Writing
    course alpha  course number  course title
    course cross listing (if applicable)

B.  Effective semester & year for entering students (ie, semester & year of implementation)  Fall 2016

C.  General Education Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.
    Select  1. Communication - Writing

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.

<p>| Communication - Writing - Speak and write to communicate information and ideas in professional, academic and personal settings. |</p>
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<tr>
<td>a. understand and employ the writing process, including pre-writing, drafting, revising, and editing</td>
<td>Write original manuscripts in each of the following genres: creative nonfiction, drama, short story, and poetry. Read, analyze, and critique the works of other writers, published and unpublished. Participate productively in peer review and revise creative work.</td>
<td>Use the creative process while working on pieces in various genres (creative nonfiction, drama, short story, and poetry), using techniques and forms appropriate to the genres. Read rhetorically to analyze craft/technique elements in published and unpublished works. Participate in constructive critique of peers' work, utilize reader feedback in revision, and share work (e.g., reading aloud, performance, or submission for publication).</td>
</tr>
<tr>
<td>b. develop a main idea clearly and concisely with appropriate content.</td>
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<td></td>
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<tr>
<td>c. write an essay with a clear thesis and purpose, in a form appropriate to academic writing;</td>
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</table>
### 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.

**Communication - Writing - Speak and write to communicate information and ideas in professional, academic and personal settings.**

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<th>Class Activity/Assignment</th>
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<tr>
<td>a. understand and employ the writing process, including pre-writing, drafting, revising, and editing</td>
<td>Write original manuscripts in each of the following genres: creative nonfiction, drama, short story, and poetry. Read, analyze, and critique the works of other writers, published and unpublished. Participate productively in peer review and revise creative work.</td>
<td>One original manuscript in each of the following genres: creative nonfiction, drama, short story, and poetry. Written responses to assigned readings, including to peer work. Creative manuscript(s) final draft, involving drafting, peer review, revision, and editing.</td>
<td>70</td>
</tr>
<tr>
<td>b. develop a main idea clearly and concisely with appropriate content.</td>
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<td>c. write an essay with a clear thesis and purpose, in a form appropriate to academic writing;</td>
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<tr>
<td>d. demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.</td>
<td>Write original manuscripts in each of the following genres: creative nonfiction, drama, short story, and poetry.</td>
<td>Creative manuscript(s) final draft, involving drafting, peer review, revision, and editing.</td>
<td>20</td>
</tr>
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### F. Required Secondary Designation Critical Thinking

**Critical Thinking Part 1 - Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.**

<p>| Benchmark | Course Learning Outcomes (provide all that support the GELO benchmark) | Course Objectives (may provide supporting explanation as needed, after each one) | |
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<tr>
<th>a. Identify and analyze assumptions and underlying points of view relating to an issue or problem.</th>
<th>Read, analyze, and critique the works of other writers, published and unpublished.</th>
<th>Participate in constructive critique of peers’ work, utilize reader feedback in revision, and share work (e.g., reading aloud, performance, or submission for publication).</th>
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<td>b. Formulate research questions that require descriptive and explanatory analyses.</td>
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<td>d. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</td>
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<td>g. Reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.</td>
<td>Participate productively in peer review and revise creative work.</td>
<td>Participate in constructive critique of peers’ work, utilize reader feedback in revision, and share work (e.g., reading aloud, performance, or submission for publication).</td>
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<td>h. Demonstrate the ability to combine elements that lead to new expressions and create new products.</td>
<td>Write original manuscripts in each of the following genres: creative nonfiction, drama, short story, and poetry.</td>
<td>Use the creative process while working on pieces in various genres (creative nonfiction, drama, short story, and poetry), using techniques and forms appropriate to the genres.</td>
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Critical Thinking Part 2 - Make informed decisions through analyzing and evaluating information (course learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

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<td>a. identify and analyze assumptions and underlying points of view relating to an issue or problem.</td>
<td>Read, analyze, and critique the works of other writers, published and unpublished.</td>
<td>Written and/or oral responses to assigned readings, including to peer work.</td>
<td>30</td>
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G. OPTIONAL second, Secondary Designation

From the drop down menu, choose a GE Learning Outcome—anything other than the primary designation or critical thinking.

Select
Signature Page: GE Course Designation Proposal

**Course alpha/number/title**

- **Signature of Proposer**
  - 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**
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- **Signature of the GEC Co-Chairs**

- **Signature of the Academic Senate Chair**

- **Signature of the Vice Chancellor for Academic Affairs**

---

**Communication - Writing**

**Primary GELO Designation**

---

**Date**

**Signature P. of Proposer**

**Printer Name**

**Date**

4/19/16

---

**Signature of the Division/Department Chair**

**Printer Name**

**Date**

4/19/16

---

**Signature of the GEC Co-Chairs**

**Date**

---

**Signature of the Academic Senate Chair**

**Date**

---

**Signature of the Vice Chancellor for Academic Affairs**

**Date**
### General Education Course Designation Proposal

**Hawai‘i Community College**

Form unanimously approved by the HawCC Academic Senate, October 25, 2013; revisions unanimously approved by the Academic Senate, January 31, 2014 & May 9, 2014

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**A.**  
<table>
<thead>
<tr>
<th>ENG</th>
<th>255</th>
<th>Short Story and Novel</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>course alpha</td>
<td>course number</td>
<td>course title</td>
<td>course cross listing (if applicable)</td>
</tr>
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**B.** Effective semester & year for entering students (i.e., semester & year of implementation)  
Fall 2016

**C.** General Education Learning Outcome being sought as the **Primary Designation**. All benchmarks within a GELO must be supported.  
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.**

<table>
<thead>
<tr>
<th>Benchmark</th>
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<th>Course Objectives (may provide supporting explanation as needed, after each one)</th>
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<tbody>
<tr>
<td>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.</td>
<td>Apply basic concepts and terminology of fiction and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation.</td>
<td>Define and accurately apply the basic concepts and terminology of literary analysis of fiction.</td>
</tr>
<tr>
<td>b. demonstrate an understanding of the theories of the humanities</td>
<td>Apply basic concepts and terminology of fiction and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation.</td>
<td>Define and accurately apply the basic concepts and terminology of literary analysis of fiction. Describe the techniques by which creative writers give form to their ideas. Discuss and analyze literature with appreciation and understanding.</td>
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<tr>
<td>Benchmark</td>
<td>Course LOs</td>
<td>Class Activity/Assignment</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>a. use the basic terminology of the humanities, which encompass the</td>
<td>Apply basic concepts and terminology of fiction and literary analysis for the purpose of discussing</td>
<td>1. Students read at least two novels and 15 short stories.</td>
</tr>
<tr>
<td>following disciplines: history, philosophy, language, religion and</td>
<td>and analyzing literature with understanding and appreciation.</td>
<td>2. Informal paper assignments and discussion topics range from analysis of literary</td>
</tr>
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<td>the arts, including visual, performing or creative.</td>
<td></td>
<td>elements to authors' backgrounds, including structure and language, points of view,</td>
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<td></td>
<td>bias, connotative words, metaphor, symbolism, allusion and other literary devices.</td>
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<tr>
<td>b. demonstrate an understanding of the theories of the humanities</td>
<td>Apply basic concepts and terminology of fiction and literary analysis for the purpose of discussing</td>
<td>Literary paper assignments (about 20 pages) focus on analysis of literary criticism and the</td>
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<td>and analyzing literature with understanding and appreciation.</td>
<td>interpretation of the elements of fiction including structure and language, points of</td>
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<tr>
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<td>view, bias, connotative words, metaphor, symbolism, allusion and other literary devices.</td>
</tr>
<tr>
<td>c. apply methods or modes of inquiry used in the study of the humanities</td>
<td>Apply basic concepts and terminology of fiction and literary analysis for the purpose of discussing</td>
<td>This overlaps with the two above.</td>
</tr>
<tr>
<td></td>
<td>and analyzing literature with understanding and appreciation.</td>
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F. Required Secondary Designation Critical Thinking

Critical Thinking Part 1 - Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.

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<th>Course Learning Outcomes (provide all that support the GELO benchmark)</th>
<th>Course Objectives (may provide supporting explanation as needed, after each one)</th>
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<tr>
<td>a. identify and analyze assumptions and underlying points of view relating to an issue or problem.</td>
<td>Apply basic concepts and terminology of fiction, and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation.</td>
<td>Define and accurately apply the basic concepts and terminology of literary analysis of fiction. Discuss and analyze literature with appreciation and understanding.</td>
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<tr>
<td>b. formulate research questions that require descriptive and explanatory analyses.</td>
<td>Apply basic concepts and terminology of fiction, and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation.</td>
<td>Define and accurately apply the basic concepts and terminology of literary analysis of fiction. Describe the techniques by which creative writers give form to their ideas.</td>
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<tr>
<td>c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</td>
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</tr>
<tr>
<td>e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.</td>
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<tr>
<td>f. synthesize information from various sources, drawing appropriate conclusions.</td>
<td>Write about literature with a clear and effective purpose, focus, organization, support, language, mechanics, and use of sources.</td>
<td>Be able to write about literature in well-organized, correct prose, aware of audience and correct MLA formatting.</td>
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<td>g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.</td>
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<td>h. demonstrate the ability to combine elements that lead to new expressions and create new</td>
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Critical Thinking Part 2 - Make informed decisions through analyzing and evaluating information (course learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

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<th>Benchmark</th>
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<th>Class Activity/Assignment</th>
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<td>a. identify and analyze assumptions and underlying points of view relating to an issue or problem.</td>
<td>Apply basic concepts and terminology of fiction and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation.</td>
<td>Literary paper assignments (about 20 pages) focus on analysis of literary criticism and the interpretation of the elements of fiction including structure and language, points of view, bias, connotative words, metaphor, symbolism, allusion and other literary devices.</td>
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<tr>
<td>b. formulate research questions that require descriptive and explanatory analyses.</td>
<td>Write about literature with a clear and effective purpose, focus, organization, support, language, mechanics, and use of sources.</td>
<td>Students do a literature search about the work of literature they will write about, starting with a question and following a method of inquiry common to literary criticism.</td>
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<td>c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</td>
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<td>f. synthesize information from various sources, drawing appropriate conclusions.</td>
<td>Write about literature with a clear and effective purpose, focus, organization, support, language, mechanics, and use of sources.</td>
<td>Students are assigned two or more literary essays (totaling approximately 20 pages) that require students to analyze, organize, evaluate and synthesize ideas related to the literature. They often begin with a research question about the work, and do in-depth textual analysis of the literature which can include a search for literary criticism that helps them to explore and expand their perspectives.</td>
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h. demonstrate the ability to combine elements that lead to new expressions and create new products.

G. OPTIONAL second, Secondary Designation

From the drop down menu, choose a GE Learning Outcome—anything other than the primary designation or critical thinking.

Select
Signature Page: GE Course Designation Proposal

Course alpha/number/title

Areas of Knowledge - Humanities

Primary GELO Designation

Signature of Proposer
Print Name

☐ 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

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Signature of the GEC Co-Chairs

Signature of the Academic Senate Chair

Signature of the Vice Chancellor for Academic Affairs

Date

Date

Date

Date

Save Form

Print Form
Hawai'i Community College
General Education Course Designation Proposal
Form unanimously approved by the HawCC Academic Senate, October 25, 2013;
revisions unanimously approved by the Academic Senate, January 31, 2014 & May 9, 2014

A. ENG 256 Poetry and Drama  
course alpha  course number  course title  course cross listing (if applicable)

B. Effective semester & year for entering students (ie, semester & year of implementation)  
Fall 2016  

C. General Education Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.  
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.

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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.

| 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. | Apply basic concepts and terminology of poetry and drama and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation. | 1. Students read and analyze at least three plays and 30 poems. 2. Informal paper assignments and discussion topics range from analysis of literary elements to authors' backgrounds, including structure and language, points of view, bias, connotative words, metaphor, symbolism, allusion and other literary devices. | 50 |
| b. demonstrate an understanding of the theories of the humanities | Apply basic concepts and terminology of poetry and drama and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation. | Literary paper assignments (about 20 pages) focus on analysis of literary criticism and the interpretation of the elements of poetry and drama including structure and language, points of view, bias, connotative words, metaphor, symbolism, allusion and other literary devices. | 50 |
| c. apply methods or modes of inquiry used in the study of the humanities | Apply basic concepts and terminology of poetry and drama and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation. | This overlaps with the two above. | 100 |

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Course alpha/number/title

Areas of Knowledge - Humanities

Primary GELO Designation

Signature of Proposer
Print Name

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General Education Course Designation Proposal
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A. HWST 100 Piko Hawai'i
    course alpha course number course title
    course cross listing (if applicable)

B. Effective semester & year for entering students (ie, semester & year of implementation)
   Fall 2016

C. General Education Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.
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Areas of Knowledge - Humanities - Utilize methods, perspectives and content of selected disciplines in the humanities.

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| 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. | Relate to wahi pana.  
Identify significant wahi pana (celebrated places) of Hawai'i Island. | To define and engender kinship to Hawai'i environments  
Describe the significant geological features of Hawai'i Island.  
Locate the moku (traditional land districts) of Hawai'i Island  
Identify significant wahi pana (celebrated places) & their cultural attributes.  
Contrast between the traditional and contemporary cultural features in respective moku. |
| b. demonstrate an understanding of the theories of the humanities | Identify significant wahi pana (celebrated places) of Hawai'i Island. | Describe the significant geological features of Hawai'i Island.  
Locate the moku (traditional land districts) of Hawai'i Island  
Identify significant wahi pana (celebrated places) & their cultural attributes. |
### Areas of Knowledge - Humanities - Utilize methods, perspectives and content of selected disciplines in the humanities.

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| 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. | Identify significant wahi pana (celebrated places) of Hawai‘i Island. | Students will demonstrate their ability to identify significant wahi pana of Hawai‘i island (CLO 1) through successful completion of the following questions, as part of a written exam:  
   a) Identify the moku, mauna and cardinal points of Hawai‘i island (on a given map - see attached)  
   b) Identify a makani and ua from each of the Hawai‘i island districts:  
   c) Identify one prominent mauna, pu‘u or kahawai found within each of the Hawai‘i island districts:  
   d) Identify one specific cultural characteristic, referenced in an ʔōlelo noʔeau, oli/mele, or moʔolelo, for each of the Hawai‘i island districts. | 85 |
| b. demonstrate an understanding of the theories of the humanities | Identify significant wahi pana (celebrated places) of Hawai‘i Island. | Exam covers both benchmark A & B and percentage of course is the same.  
Students will demonstrate their ability to identify significant wahi pana of Hawai‘i island (CLO 1) through successful completion of the following questions, as part of a written exam:  
   a) Identify the moku, mauna and cardinal points of Hawai‘i island (on a given map - see attached) | 85 |
c. apply methods or modes of inquiry used in the study of the humanities

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b) Identify a makani and ua from each of the Hawai'i island districts:

c) Identify one prominent mauna, pu'u or kahawai found within each of the Hawai'i island districts

d) Identify one specific cultural characteristic, referenced in an ʻōlelo no'eau, oli/mele, or moʻolelo, for each of the Hawai'i island districts

Students will demonstrate their ability to relate to wahi pana of Hawai'i island (CLO 2) through the creation of a stamp design that reflects their understanding of a personally relevant wahi pana and application of this stamp design to a kihei. Students will submit photo of themselves wearing their kihei and compose a 1-2 page typewritten reflection paper answering the following questions:

1. Please identify the specific wahi pana of Hawai'i island reflected in your design.

2. Please provide specific examples of how you personally relate to this wahi pana.

Please explain how your kihei and stamp design reflect your understanding of this wahi pana.

F. Required Secondary Designation Critical Thinking

Critical Thinking Part 1 - Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.
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<th>c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</th>
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<td>d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</td>
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<td>Relate to wahi pana. Identify significant wahi pana (celebrated places) of Hawai'i Island.</td>
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</table>
| f. synthesize information from various sources, drawing appropriate conclusions. | Relate to wahi pana. Identify significant wahi pana (celebrated places) of Hawai‘i Island. | Students will demonstrate their ability to identify significant wahi pana of Hawai‘i island (CLO 1) through successful completion of the following questions, as part of a written exam:  
a) Identify the moku, mauna and cardinal points of Hawai‘i island (on a given map - see attached)  
b) Identify a makani and ua from each of the Hawai‘i island districts:  
c) Identify one prominent mauna, pu‘u or kahawai found within each of the Hawai‘i island districts:  
d) Identify one specific cultural characteristic, referenced in an ʻōlelo noʻeau, oli/mele, or moʻolelo, for each of the Hawai‘i island district  
Students will demonstrate their ability to relate to wahi pana of Hawai‘i island (CLO 2) through the | 100 |
ATT 7b - MAY 5 2016

creation of a stamp design that reflects their understanding of a personally relevant wahi pana and application of this stamp design to a kihei. Students will submit photo of themselves wearing their kihei and compose a 1-2 page typewritten reflection paper answering the following questions:

1. Please identify the specific wahi pana of Hawai‘i island reflected in your design.

2. Please provide specific examples of how you personally relate to this wahi pana.

Please explain how your kihei and stamp design reflect your understanding of this wahi pana

G. OPTIONAL second, Secondary Designation

From the drop down menu, choose a GE Learning Outcome--anything other than the primary designation or critical thinking.

Select
### Signature Page: GE Course Designation Proposal

<table>
<thead>
<tr>
<th>Course alpha/number/title</th>
<th>Areas of Knowledge - Humanities</th>
</tr>
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<tbody>
<tr>
<td>HWST 100 Piko Hawai‘i</td>
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**Hawai‘i Community College**

**General Education Course Designation Proposal**

Form unanimously approved by the HawCC Academic Senate, October 25, 2013; revisions unanimously approved by the Academic Senate, January 31, 2014 & May 9, 2014

A. **SCI**

   course alpha

   124

   course number

   Introduction to Environmental Science

   course title

   course cross listing

   (If applicable)

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

C. General Education Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.

   Select 7. Areas of Knowledge - Natural Sciences

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 - Natural Sciences - Utilize methods, perspectives and content of selected disciplines in the natural sciences.**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Course Learning Outcomes (provide all that support the GELO benchmark)</th>
<th>Course Objectives (may provide supporting explanation as needed, after each one)</th>
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</table>
| a. use the basic terminology of theories, structures or processes of the natural sciences. | #1 Apply scientific method to address issues in the environmental sciences  
   #2 Describe key ecological processes | #1 Develop your understanding of biological, physical, and social relationships within ecosystems through study of basic concepts of ecology, and applications of these concepts to sustainable lifestyles |
| b. demonstrate an understanding of the theories of the natural sciences, specifically in the physical or biological sciences | #2 Describe key ecological processes | #1 Develop your understanding of biological, physical, and social relationships within ecosystems through study of basic concepts of ecology, and applications of these concepts to sustainable lifestyles |
| c. use the scientific method—including observation, experimentation and scientific reasoning | #1 Apply scientific method to address issues in the environmental sciences | #2 Become familiar with the causes and dimensions of the world’s population problem, and ways of addressing it  
   #3 Explore sustainable use of resources, such as soil, water, biota, and energy |
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.

| Areas of Knowledge - Natural Sciences - Utilize methods, perspectives and content of selected disciplines in the natural sciences. |
|---|---|---|---|
| **Benchmark** | **Course LOs** | **Class Activity/Assignment** | **% of Course** |
| a. use the basic terminology of theories, structures or processes of the natural sciences. | #1 Apply scientific method to address issues in the environmental sciences  
#2 Describe key ecological processes | A series of assignments that require students to state a hypothesis and follow the scientific method of inquiry to find answers to environmental problems are used throughout the semester.  
Assignments and quiz questions that require the students to describe key ecological processes. For example, a student might be asked to sketch and describe the carbon cycle and describe its relationship to planetary temperature.  
Summative exam at semester's end with questions about using the scientific method and describing key ecological processes. There are a minimum of 45 multiple choice questions on this exam, each is based on the CLO but content heavy, this allows students to show mastery of the CLO without having mastery of 100% of the course content and vocabulary. An example for CLO #1 would be a word problem relating to an environmental problem (such as the decline of pollinators in a field ecosystem) that asked for steps to use to address it via the scientific method. For CLO #2, an example would be a question that described an ecological process (such as the nitrogen cycle) and had the student pick the best answer from a group of answers that described how N2 was converted to NH3. | 35 |
| b. demonstrate an understanding of the theories of the natural sciences, specifically in the physical or biological sciences | #2 Describe key ecological processes | Assignments and quiz questions that require the students to describe key ecological processes. For example, a student might be asked to sketch and describe the carbon cycle and describe its relationship to planetary temperature.  
Summative exam at semester's end with questions about key ecological processes. There are a minimum of 45 multiple choice questions on this exam, each is based on the CLO but content heavy, this allows students to show mastery of the CLO without having mastery of 100% of the course content and vocabulary. An example for CLO #2, an example would be a question that described an ecological process (such as... | 35 |
The nitrogen cycle and had the student pick the best answer from a group of answers that described how N₂ was converted to NH₃.

In-class assignments that require thought and synthesis of previously lectured material. Assignments that require students to state a hypothesis and follow the scientific method of inquiry to find answers to environmental problems.

Summative exam at semester's end with questions about using the scientific method. There are a minimum of 45 multiple choice questions on this exam, each is based on the CLO but content heavy, this allows students to show mastery of the CLO without having mastery of 100% of the course content and vocabulary. An example for CLO #1 would be a word problem relating to an environmental problem (such as the decline of pollinators in a field ecosystem) that asks for steps to use to address it via the scientific method.

F. **Required Secondary Designation Critical Thinking**

Critical Thinking Part 1: Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.

<table>
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<td>a. identify and analyze assumptions and underlying points of view relating to an issue or problem.</td>
<td>#1 Appraise the effect of human activity on the environment</td>
<td>#3 Explore sustainable use of resources, such as soil, water, biota, and energy</td>
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<tr>
<td>b. formulate research questions that require descriptive and explanatory analyses.</td>
<td>Enter text.</td>
<td>#4 Become aware of causes of pollution of air, land, and water, and ways you can help reverse environmental damage due to pollution</td>
</tr>
<tr>
<td>c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</td>
<td>#1 Apply scientific method to address issues in the environmental sciences</td>
<td>#1 Develop your understanding of biological, physical, and social relationships within ecosystems through study of basic concepts of ecology, and applications of these concepts to sustainable lifestyles</td>
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<td>d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</td>
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<td>#2 Become familiar with the causes and dimensions of the world's population problem and ways of addressing it</td>
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<tr>
<th>f. synthesize information from various sources, drawing appropriate conclusions.</th>
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<th>g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.</th>
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<th>h. demonstrate the ability to combine elements that lead to new expressions and create new products.</th>
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<td>Enter text.</td>
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Critical Thinking Part 2 - Make informed decisions through analyzing and evaluating information (course learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

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<th>Class Activity/Assignment</th>
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<tr>
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<td>a. Identify and analyze assumptions and underlying points of view relating to an issue or problem.</td>
<td>b. Formulate research questions that require descriptive and explanatory analyses.</td>
<td>c. Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</td>
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<td></td>
<td>#3 Appraise the effect of human activity on the environment</td>
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<td>Enter text.</td>
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<tr>
<td></td>
<td>Short assignments and quizzes which use material from the lecture and reading. An example of an assignment would be for students to determine the miles they commute each semester, estimate the gallons of gas burned, calculate the carbon dioxide released, and determine the amount of land or number of trees they would need to plant in order to fix such a quantity of CO2.</td>
<td>Summative exam at semester's end with questions that require students to appraise the effect of human activity on the environment. There are a minimum of 45 multiple choice questions on this exam, each is based on the CLO but content heavy, this allows students to show mastery of the CLO without having mastery of 100% of the course content and vocabulary. An example for CLO#3 would be a description of an ecosystem that required students to pick from a number of choices to best describe how humans impacted the environment. For example, through the burning of fossil fuels.</td>
<td>Assignments that require students to state a hypothesis and follow the scientific method of inquiry to find answers to environmental problems.</td>
</tr>
</tbody>
</table>
### ATT 7b - MAY 5 2016

| e. apply problem-solving techniques and skills, including the rules of logic and logical sequence. | Enter text. | Enter text. |
| f. synthesize information from various sources, drawing appropriate conclusions. | Enter text. | Enter text. |
| g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others. | **#2 Describe key ecological processes** | Group projects and discussions that follow lecture material with peer-to-peer discussions about ecological processes. |
| | | Assignments and quiz questions that require the students to describe key ecological processes. For example, a student might be asked to sketch and describe the carbon cycle and describe its relationship to planetary temperature. |
| | | Summative exam at semester's end with questions about using the scientific method and describing key ecological processes. There are a minimum of 45 multiple choice questions on this exam, each is based on the CLO but content heavy, this allows students to show mastery of the CLO without having mastery of 100% of the course content and vocabulary. An example for CLO #1 would be a word problem relating to an environmental problem (such as the decline of pollinators in a field ecosystem) that asked for steps to use to address it via the scientific method. For CLO #2, an example would be a question that described an ecological process (such as the nitrogen cycle) and had the student pick the best answer from a group of answers that described how N₂ was converted to NH₃. |
| h. demonstrate the ability to combine elements that lead to new expressions and create new products. | Enter text. | Enter text. |
G. OPTIONAL second Secondary Designation

From the drop down menu, choose a GE Learning Outcome—anything other than the primary designation or critical thinking.

Select
### Cultural Diversity - Articulate and demonstrate an awareness and sensitivity to cultural diversity.

<table>
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<tr>
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<tr>
<td>a. explain insights about his/her own cultural rules and biases and suspend judgment in valuing his/her interactions with different cultures.</td>
<td>* Demonstrate understanding of world history from a gender perspective and its meaning in our lives through weekly writing and/or discussion.</td>
<td>* Investigate how social, economic, and religious transformations shaped concepts of gender, sex, and sexuality, and how in turn, these identities shaped the history of civilizations and continue to influence our world today.</td>
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<tr>
<td>b. demonstrate understanding of the elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>* Apply history and gender perspectives to contemporary frames of reference, identities, and aspirations through writing.</td>
<td>* Critically examine historical events from approximately 1500 CE to the present in Africa, Asia, Europe, the Americas, and Oceania through an analysis of readings and videos from a gendered perspective.</td>
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<td>c. express an understanding of cultural similarities and differences.</td>
<td>* Demonstrate understanding of world history from a gender perspective and its meaning in our lives through weekly writing and/or discussion.</td>
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<td>Each week, through assigned readings and videos, students will critically review the relevant period of history and write a 500 word essay that demonstrates their understanding of what it means to look at world history today from a gender perspective.</td>
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<td>b. demonstrate understanding of the elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>* Apply history and gender perspectives to contemporary frames of reference, identities, and aspirations through writing.</td>
<td>Assigned weekly essays require students to contrast and compare various aspects of historical eras, such as religion, community life, treatment of women and third genders, migration, trade and economics, development of patriarchy, politics, and more. In these essays, they will analyze their gathered information, ideas, and insights to share with the class.</td>
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<td>c. express an understanding of cultural similarities and differences.</td>
<td>* Apply history and gender perspectives to contemporary frames of reference, identities, and aspirations through writing.</td>
<td>A final research paper of 4-5 pages is to be presented that focuses on a particular geographical area, time period, and issue that is of interest to the student. This topic is chosen in consultation with the instructor.</td>
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F. Required Secondary Designation Critical Thinking

Critical Thinking Part 1 - Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.

| Benchmark                                                                 | Course Learning Outcomes (provide all that support the GELO benchmark) | Course Objectives (may provide supporting explanation as needed, after each one)                                                                                                                                         |
|---------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| a. identify and analyze assumptions and underlying points of view relating to an issue or problem. | * Demonstrate understanding of world history from a gender perspective and its meaning in our lives through weekly writing and/or discussion. | * Investigate how social, economic, and religious transformations shaped concepts of gender, sex, and sexuality, and how in turn, these identities shaped the history of civilizations and continue to |
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Signature Page: GE Course Designation Proposal

WS 176 History of Gender, Sex, and Sexuality in a Global Perspective

Course alpha/number/title

Cultural Diversity

Primary GELO Designation

Signature of Proposer

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Signature of the Division/Department Chair

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 GEC Co-Chairs

Date

Signature of the Academic Senate Chair

Date

Signature of the Vice Chancellor for Academic Affairs

Date

Save Form

Print Form