University of Hawai'i
Code Request Form for Academic Programs

NEW SUBJECT CODE

Date: 25 June 2015

REQUESTOR CONTACT INFORMATION

Name	Louise Pagotto	Campus	Kapi'olani
Title	Vice Chancellor for Academic Affairs	Email	pagotto@hawaii.edu
Office/Dept	Academic Affairs	Phone	734-9519

SUBJECT CODE TO CREATE

Institution	KAP - Kapiolani CC	Effective Term	201610
College	Arts & Sciences	Department	Languages, Linguistics, Literature

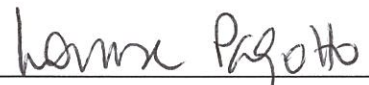|	Code (Max. Characters)	Description	Check the box if requesting a new code:
Subject	(4) IND	Indonesian	☐ See Banner form STVSUBJ

ATTACHMENTS

☑ Memo with appropriate campus approval (Campus Curriculum Committee)

VERIFICATIONS

Requestor:

Louise Pagotto	*[signature]* Louise Pagotto	6/26/15
Print Name	Signature	Date

Registrar:

JERILYNN L. ENOKAWA	*[signature]* JL Enokawa	6/30/15
Print Name	Signature	Date

For Community Colleges, verification of consultation with OVPCC Academic Affairs:

Suzette Robinson	*[signature]*	8/14/15
Print Name	Signature	Date

Outline Detail: IND 101 - Elementary Indonesian I

- Approval History
- Approval/Review Comments
- Approved Outlines
- Approval Status
- Archived/Deleted Outlines
- Cancelled Outlines
- Deleted Outlines
- Co-Requisites

- Linked Items
- Modified Outlines
- Other Campuses
- Outline Progress
- Pre-Requisites
- Pending Tasks
- Reviewer Comments

- Cross Listed
- Action Log

Outline Progress		back to top
Proposer:	DAVID NAPOLEON	
Progress:	APPROVED	
Modify Date:	10/29/2014 5:08 PM	
Comments (reasons for course action):	10/29/2014 05:08:17 PM - NAWAA Copied from VIET 101	
Effective Term:		
Next Review Date:	09/01/2020	
Approved Date:	01/17/2015 2:38 PM	
Last Updated:	01/17/2015 2:38 PM	

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11/08/2014 - NAWAA
(Vote for: 33; Vote against: 0; Vote abstain: 0)

11/09/2014 - SASAKICH
(Vote for: 0; Vote against: 0; Vote abstain: 0)

11/15/2014 - WILLKAPU
Revision requested for the following items on **COURSE** tab: 5,13,14,15,16,21,22,30,31,39,44

Revision requested for the following items on **KAP** tab: 51,52,55

(Vote for: 0; Vote against: 0; Vote abstain: 0)

11/18/2014 - WILLKAPU
Revision requested for the following items on **COURSE** tab: 5,29

(Vote for: 0; Vote against: 0; Vote abstain: 0)

11/21/2014 - WILLKAPU
(Vote for: 12; Vote against: 0; Vote abstain: 0)

01/16/2015 - VOGATA
(Vote for: 13; Vote against: 0; Vote abstain: 0)

01/17/2015 - PAGOTTO
Revision requested for the following items on **COURSE** tab: 5,29,48

(Vote for: 0; Vote against: 0; Vote abstain: 0)

01/17/2015 - PAGOTTO
(Vote for: 0; Vote against: 0; Vote abstain: 0)

01/17/2015 - LR24
(Vote for: 0; Vote against: 0; Vote abstain: 0)

show archived history

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Reviewer comments (0)

Kapiolani Community College
IND 101 - Elementary Indonesian I

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

    IND

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

    101

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

    Addition.
    Course is being prepared as part of a KCC Language Project in conjunction with the UH Center for Southeast Asia Studies (CSEAS) funded by the National Foreign Language Resource Center.
    AA/HSL designation

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

    Elementary Indonesian I

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

    01/17/2015

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

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

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

9. **Credits [required field]**

    4

10. **Repeatable for additional credits?**

    NO

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

    4

12. Cross-listed

NO

13. Contact Hours (type) [required field]

- LEC (lecture)

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

4 hours lecture per week

15. Course Description [required field]

IND 101 is for novice (beginning) learners of Indonesian who wish to acquire basic functional written and spoken communicative capacity and intercultural competence enabling them to engage appropriately with native speakers. The course is built around a series of real-world projects that learners accomplish by working together using Indonesian as a medium of real communication in connection with the native-speaking community.

16. Suggested Methods of Evaluation - Measures of Student Achievement [temporary, for fall 2014, no longer a required field]

- Assignment(s)
- Final Exam
- Final Presentation
- In-class Activities
- Portfolio(s)
- Project(s)

Method of Evaluation
Assignment(s)
Final Exam
Final Presentation
In-class Activities
Portfolio(s)
Project(s)

17. Suggested Methods of Instruction [required field]

- Class Discussion
- Collaborative Learning
- Demonstrations
- Embedded Learning

- Group Discussions
- Guest Speaker(s)
- Individual Critique
- Language Immersion
- WWW Research

18. General Education Student Learning Outcomes

	Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
☑	**Communication** - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication. ☑ Level 1
	Self and Community/Diversity of Human Experience - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.
	Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
☑	**Integrative Learning** - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities. ☑ Level 1

GenED SLO
Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.
Integrative Learning - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

19. Program Student Learning Outcomes Addressed

Program SLO
Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication. (AA Liberal Arts)

> Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities. (AA Liberal Arts)

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

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

Upon successful completion of IND 101, the student should be able to:

Competency/Content	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Respond to basic Indonesian speech, including basic language functions, such as common requests, questions/answers about family and community, time/calendar, daily activities, etc.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Produce basic spoken language, including short statements, simple questions, identification of objects, people and places, and carrying on limited conversations about daily activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Express agreement or disagreement as well as simple desires/choices such as preferred food, music, clothes, etc.						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read beginning level stories or short paragraphs of simple language; read and follow simple instructions and standardized messages such as store prices, times/dates on schedules, etc.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Produce simple written statements using memorized idiomatic phrases and use common vocabulary pertaining to daily activities; supply simple autobiographical information and information about family and community, times/dates, daily activities and so forth.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify vocabulary of basic Indonesian words and recognize and produce basic classroom interaction language used for greetings, classroom commands, questions and classroom technologies.							✓									✓
Identify and recognize basic Indonesian culture.							✓									✓

LEGEND

A. Week 1: Class introductions. Basic pronunciation and orthography. Beginning of Project 1: Reaching Out to Indonesia.
B. Week 2: Getting a Conversation Going. Common greetings and initial small talk.
C. Week 3: Getting Personal Information. Names of Countries.
D. Week 4: Morning, Noon and Night. Numbers to 9,999.
E. Week 5: Talking About What We Do in Our Projects.
F. Week 6: Talking About Buildings and Places. Wrap up Project 1. Beginning of Project 2: The Best Things in Our Lives.
G. Week 7: Terms of Address and Family.
H. Week 8: Personal Preferences in Pastimes.
I. Week 9: Indonesian Foods. Eating on the Street.
J. Week 10: More on Time and Making Appointments. Wrap up Project 2.
K. Week 11: Review and More Questions. Beginning of Project 3: Finding Indonesia in Hawaii.
L. Week 12: Asking About Physical State and Mood.
M. Week 13: Asking about Distance and Location.
N. Week 14: Telling Simple Stories.
O. Week 15: Review. Wrap up Project 3.
P. Week 16: Final

Competency/MethodEval	A	B	C	D	E	F
Respond to basic Indonesian speech, including basic language functions, such as common requests, questions/answers about family and community, time/calendar, daily activities, etc.	☑	☑		☑	☑	☑
Produce basic spoken language, including short statements, simple questions, identification of objects, people and places, and carrying on limited conversations about daily activities.	☑	☑	☑	☑	☑	☑
Express agreement or disagreement as well as simple desires/choices such as preferred food, music, clothes, etc.	☑	☑		☑	☑	
Read beginning level stories or short paragraphs of simple language; read and follow simple instructions and standardized messages such as store prices, times/dates on schedules, etc.	☑	☑		☑	☑	☑
Produce simple written statements using memorized idiomatic phrases and use common vocabulary pertaining to daily activities; supply simple autobiographical information and information about family and community, times/dates, daily activities and so forth.	☑	☑		☑	☑	☑
Identify vocabulary of basic Indonesian words and recognize and produce basic classroom interaction language used for greetings, classroom commands, questions and classroom technologies.	☑	☑	☑	☑	☑	☑
Identify and recognize basic Indonesian culture.	☑	☑	☑	☑	☑	☑

LEGEND

A. Assignment(s)
B. Final Exam
C. Final Presentation
D. In-class Activities
E. Portfolio(s)
F. Project(s)

Competency/PSLO	A	B
Respond to basic Indonesian speech, including basic language functions, such as common requests, questions/answers about family and community, time/calendar, daily activities, etc.	☑	☑

Produce basic spoken language, including short statements, simple questions, identification of objects, people and places, and carrying on limited conversations about daily activities.	☑
Express agreement or disagreement as well as simple desires/choices such as preferred food, music, clothes, etc.	☑
Read beginning level stories or short paragraphs of simple language; read and follow simple instructions and standardized messages such as store prices, times/dates on schedules, etc.	☑
Produce simple written statements using memorized idiomatic phrases and use common vocabulary pertaining to daily activities; supply simple autobiographical information and information about family and community, times/dates, daily activities and so forth.	☑
Identify vocabulary of basic Indonesian words and recognize and produce basic classroom interaction language used for greetings, classroom commands, questions and classroom technologies.	☑ ☑
Identify and recognize basic Indonesian culture.	☑

LEGEND

    A. Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication. (AA Liberal Arts)

    B. Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities. (AA Liberal Arts)

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

Content/Competency	A	B	C	D	E	F	G
Week 1: Class introductions. Basic pronunciation and orthography. Beginning of Project 1: Reaching Out to Indonesia.		☑					
Week 2: Getting a Conversation Going. Common greetings and initial small talk.	☑	☑		☑	☑		
Week 3: Getting Personal Information. Names of Countries.	☑	☑		☑	☑		
Week 4: Morning, Noon and Night. Numbers to 9,999.	☑	☑		☑	☑		
Week 5: Talking About What We Do in Our Projects.	☑			☑	☑		
Week 6: Talking About Buildings and Places. Wrap up Project 1. Beginning of Project 2: The Best Things in Our Lives.	☑	☑	☑	☑	☑		
Week 7: Terms of Address and Family.	☑	☑	☑	☑	☑		
Week 8: Personal Preferences in Pastimes.	☑	☑	☑	☑	☑	☑	☑

	A	B	C	D	E	F	G
Week 9: Indonesian Foods. Eating on the Street.	✔	✔	✔	✔	✔		
Week 10: More on Time and Making Appointments. Wrap up Project 2.	✔	✔	✔	✔	✔		
Week 11: Review and More Questions. Beginning of Project 3: Finding Indonesia in Hawaii.	✔	✔	✔	✔	✔		
Week 12: Asking About Physical State and Mood.	✔	✔	✔	✔	✔		
Week 13: Asking about Distance and Location.	✔	✔	✔	✔	✔		
Week 14: Telling Simple Stories.	✔	✔	✔	✔	✔		
Week 15: Review. Wrap up Project 3.	✔	✔	✔	✔	✔		
Week 16: Final	✔	✔	✔	✔	✔	✔	✔

LEGEND

    A. Respond to basic Indonesian speech, including basic language functions, such as common requests, questions/answers about family and community, time/calendar, daily activities, etc.

    B. Produce basic spoken language, including short statements, simple questions, identification of objects, people and places, and carrying on limited conversations about daily activities.

    C. Express agreement or disagreement as well as simple desires/choices such as preferred food, music, clothes, etc.

    D. Read beginning level stories or short paragraphs of simple language; read and follow simple instructions and standardized messages such as store prices, times/dates on schedules, etc.

    E. Produce simple written statements using memorized idiomatic phrases and use common vocabulary pertaining to daily activities; supply simple autobiographical information and information about family and community, times/dates, daily activities and so forth.

    F. Identify vocabulary of basic Indonesian words and recognize and produce basic classroom interaction language used for greetings, classroom commands, questions and classroom technologies.

    G. Identify and recognize basic Indonesian culture.

23. Text and materials

Project materials provided by course developer and instructor

- The Indonesian Way http://indonesian-online.com. .

24. Auxiliary Materials and Content

Collection web-based multimedia materials curated by instructor.

25. Reference Materials

J.N. Sneddon. Indonesian Reference Grammar. Allen& Unwin 1996. ISBN 1864480297 (US title: "Indonesian: A Comprehensive Grammar"; Taylor and Francis: 2005. ISBN: 0415155290).

A. M. Stevens & A. Schmidgall-Tellings. Comprehensive Indonesian-English Dictionary.

26. Semester information

- FALL
- SPRING
- SUMMER

27. Effective Term [required field]

Fall 2015

28. Suggested Methods of Delivery

- Hybrid
- Online
- Traditional Classroom

29. Grading Options [required field]

- Audit
- Credit/NoCredit
- Letter grade

30. Grading Scale and Weighting Suggestions (reflect suggested selections from #16) [temporary, for fall 2014, no longer a required field]

Suggested Weighting
Online Language Portfolio 20%
Assignments (Daily) 30%
In-class "checking for learning" activities 10%
Collaborative projects 20%
Final project presentation 5%
Final exam 15%

A suggested Grading Scale:

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

less than 60% = F

Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessary and reasonable adjustments to the evaluation policies outlined.

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

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

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

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

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

yes

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

No

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

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

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

Independent work for each single class: approx. 120 minutes, including various facets of language study and project work.

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

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

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

   - Group Project
   - Homework Assignments
   - Individual Project(s)
   - Service Learning Project(s)

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

   The Community Colleges have established course sequences that conform to the University of Hawai'i system numbering pattern which has been adopted as accepted practice:

   100 - 199 Initial or introductory courses applicable toward a baccalaureate degree.

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

   UHManoa: IND 101 - Elementary Indonesian I (4)

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

   no

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

   Yes

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

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

24

49. Number of class sections? (Indicate whether per semester or per year)

1 per semester

50. Exclude from catalog? Yes/No

NO

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

This course is being offered in conjunction with UH Manoa. Course is being prepared as part of a KCC Language Project in conjunction with the UH Center for Southeast Asia Studies (CSEAS) funded by the National Foreign Language Resource Center.

Addition to the AA/HSL designation.

52. Special Comments for Catalog

53. Status (active/inactive)

Active

54. Restricted to Specific Semester(s)

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

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

AA/HSL

57. AA General Education Extra

58. AS General Education Area

59. AS General Education Extra

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

Elementary Indonesian I