University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - B. Deletion
   - C. Modification:
     - in credits
     - in title
     - in number or alpha
     - Other
     - Modification in class description

2. New Alpha, Number and Title
   HWST 130 Hula 'Olapa: Traditional Hawaiian Dance
   3. Credits 3 credits

4. Old Alpha, Number and Title
   HPER 124 Dances of Hawai'i
   5. Credits 1 credit

6. New Catalog Description
   In this class students will learn various beginning traditional hula interpretations. Students will be taught the basic foot work and hand gestures of traditional hula accompanied by chanting, Ipu Heke (double gourd) or Pahu (drum). Students may also be required to make accompanying instruments, like Ipu (smaller single gourd), Kahi'ala (sticks), Ili'ilii (stones), and Pu'ilii (split bamboo), and learn accompanying oli (chants) under the direction of the class instructor. Students will be taught different historical aspects of specific hula, associated hula mythology, ali'i (chiefly) genealogies; plants, and place names.

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or Recommended Preparation

8. Student Contact Hours Per Week
   - Lecture 2
   - Lecture/Lab 2
   - Other

9. Proposed Date of First Offering
   - Semester Fall
   - Year 2010

10. This course is proposed for the Liberal Arts Program Program. ☑ can fulfill AH: The Arts If Other, specify.

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawai'i CC</td>
<td>HWST 130 Hula 'Olapa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kauai CC</td>
<td>HWST 128 Hula and Chant</td>
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</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   - Already articulated with
   - Appropriate for Articulation with
   - Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   This course fills a need for additional Hawaiian Studies courses requested by the community and students and covers an area as of yet uncovered. This course was discussed in a meeting of Hawaiian Studies faculty and approved unanimously to be developed as one of our future offerings.

Requested by: [Signature]
Approved by: [Signature]

Date: 2/11/10
Date: 2/12/10
Date: 2/17/10

CCCM #6100 (Amended for WCC use October 2002)
Signature for HWST 130: Hula Olapa: Traditional Hawaiian Dance
Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: HWST 130 Hula `Olapa: Traditional Hawaiian Dance

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Amos</td>
<td>12/3/09</td>
</tr>
<tr>
<td>Sarah Hadmar</td>
<td>12/03/09</td>
</tr>
<tr>
<td>Marcia Kung</td>
<td>12/3/09</td>
</tr>
<tr>
<td>James Nichols</td>
<td>12/3/09</td>
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</tbody>
</table>

2. Department

Debby J. Noguchi
Department Chairperson

Was this course discussed in a department meeting? Yes □ No □ 12/3/09

3. Division

Paul R. Frese 12/07/09

4. Curriculum Committee Review

Approved □
Disapproved □

Reason:

David Bronswijk 2/17/10
Curriculum Committee Chairperson
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
New Course Proposal Form – Go to next page for Course Modification)

WCC Form for New Course Proposals
(This sheet was originally pink.)

1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

This course meets several of our WCC Academic Development Plan goals. As a new 200-level course offering, this class strengthens our liberal arts program in an area of greater student demand (7.0 A), and it supports the goals of our Humanities Department by further developing Hawaiian Studies and Art related course offerings (7.0 C). This course also meets several of WCC’s Strategic Plan Action Outcomes. By developing courses in areas of demand for peoples who represent low-income populations and underserved areas (2.8), we believe that this course will help assist an “Increase...[in] the number of Native Hawaiian students who reenroll in the Spring semester and persist until the Fall” (1.5, 2.5). This course meets the educational demands of our Windward communities as expressed in both the SMS Windward Community Needs Assessment (2009) (http://windward.hawaii.edu/Governance/Documents/SMS_Educational_Needs.pdf) and the Windward Community College Hawaiian Studies Student Survey Report (2009). In both surveys the community and students stated that they would like to see an expanded Hawaiian Studies program including more course offerings in material Hawaiian culture.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

There will be additional staff required to teach this class. There may also be additional equipment needed.

3. Is a similar course taught elsewhere in the UH system? * If yes, provide details of how this course differs from existing similar courses.

There is a similar class as this class taught at Hawai‘i Community College and Kaua‘i Community College.

4. Is this course experimental and/or unique to Windward Community College? * If yes, provide rationale and details of its impact on the College Curriculum

This is a modification of a class already offered at WCC. This course expands and provides depth to the Hawaiian Studies and college curriculum building on introductory courses already offered in the Hawaiian Studies and college curriculum.

5. Is a similar course taught in the upper division level by a 4-year UH college? * If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

There is no similar course taught in the upper division level by a 4-year UH college

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.

CCCM #6100 (Amended for WCC use September 2002)
Original dated WCC 9/91
1. **What change is proposed in the course?** Provide specific information comparing both the "new" and "old" course.

   The course is being changed in name, alpha and course number from HPER 124 Dances of Hawai‘i to HWST 130 Hula ‘Olapa: Traditional Hawaiian Dances. The course description and content is changing from "Beginning course in hula covering fundamental steps and movements of the dance without instruments." to "In this class students will learn various beginning traditional hula interpretations. Students will be taught the basic foot work and hand gestures of traditional hula accompanied by chanting, Ipu Heke (double gourd) or Pahu (drum). Students may also be required to make accompanying instruments, like Ipu (smaller single gourd), Kāla‘au (sticks), ‘I‘i‘ili (stones), and Pū‘ili (split bamboo), and learn accompanying oli (chants) under the direction of the class instructor. Students will be taught different historical aspects of specific hula, associated hula mythology, ali‘i (chiefly) genealogies; plants, and place names." And, the class will change from a 1 credit offering to a 3 credit class.

2. **What is the rationale for the change?**

   In response to student and community demand the Hawaiian studies faculty would like to offer a high quality Hula class that expands our offerings in traditional Hawaiian performance arts. As of now we do not have a class directly under Hawaiian studies in this area, and the HPER class has not been offered for many years.

3. **Is the change substantive enough to require a change in course identification?** If so, explain thoroughly.

   The changes that are being implemented move it away from a more recreational style class and ground it in a more Hawaiian cultural foundation. The changes are not only in name and contact hours, but the focus of the course involves studying the history and meaning behind each hula performed, involving Hawaiian cultural learning and research. The class will also require the creation of traditional Hawaiian adornment.

4. **Is the course articulated with any 4-year program?** No

   If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

5. **Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?**

   There will be additional staff required to teach this class. There may also be additional equipment needed. There is additional money allocated to pay for lecturers in new Hawaiian Studies courses. There will be a search conducted to find a lecturer qualified to teach this class.

6. **Will this course modification result in any alterations in the number of hours required to attain a certificate or degree?** No

   If yes, provide details and justification for these alterations.
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Course Modification Form – Go to next page for Articulation Form

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? (Go to next page for transfer course criteria.) No
WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number

Submitted by

Date December 2, 2009

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course any related baccalaureate program area.

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community College   DATE SUBMITTED: December 2, 2009

COURSE ALPHA & NUMBER:  SEMESTER CREDITS: *

COURSE TITLE:

DATE OF OUTLINE: December 2, 2009   Year *

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees
   - Written Communication
   - Mathematical & Logical Thinking
   - World Civilizations
   - Languages
   - Arts & Humanities
   - Natural Science
   - Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
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<tbody>
<tr>
<td>UH Hilo</td>
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<tr>
<td>UH Manoa</td>
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<td>UH West Oahu</td>
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<td>Hawaii CC</td>
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<td>Honolulu CC</td>
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<td>Kapiolani CC</td>
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<td>Kauai CC</td>
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<td>Leeward CC</td>
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<td>Maui CC</td>
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<tr>
<td>Windward CC</td>
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</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

Typed Name or Signature

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course with 4-year UH Campus Form

COMMITTEE LEVEL:

1. When the committee has completed its review of a course, the “ARTICULATION RECOMMENDATION FORM” (revised 1/18/2001) should be filled in and attached to the outline. The committee chair should also sign the form.

2. If the committee choice is "accept," indicate receiving campus core area. If the committee choice is "not recommended," a reason must be provided. Outlines with missing or incomplete recommendation forms will be returned to the committee.

If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course's supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. DO NOT SEND THE RECOMMENDATIONS DIRECTLY TO ANY CAMPUS.

RECEIVING CAMPUS:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

3. In all cases where a campus does not accept a course for articulation, it must supply a reason (even it is "we agree with the committee").

4. When campus actions are completed, these actions should be conveyed back to the UCA Clearinghouse for recordation and publication.

5. The Community College Policy on Acceptance of UCA Reviewed Courses is as follows:

   (a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

   (b) All Community Colleges agree to accept the UCA committee judgment of not-Recommended (nR) without further review.

   (c) This policy is retroactive to the time the current articulation effort started.

   (d) The Community Colleges reserve the right to review and modify core category assignments as necessary to insure appropriate categorization and to realign such assignments if changes are made to the campus core structure. Such modifications shall not interfere with the timely publication of the student transfer handbook.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

ARTICULATED COURSE
CHANGE IN ALPHA/NUMBER/TITLE

Old Course

Course Alpha & Number: HPER 124
Title: Dances of Hawai'i

Revised Course

Course Alpha & Number: HWST 130
Title: Hula 'Ōlapa: Traditional Hawaiian Dance

Semester and Year when the revised course was/will be first offered:
Fall 2010

Reason for the change in Alpha/Number/and/or Title:
The changes that are being implemented move it away from a more recreational style class and ground it in a more Hawaiian cultural foundation. The changes are not only in name and contact hours, but the focus of the course involves studying the history and meaning behind each hula performed, involving Hawaiian cultural learning and research. The class will also require the creation of traditional Hawaiian adornment.

Note: A current outline of the course must be submitted with this form. Undated outlines are not acceptable.

I certify that this course has had its alpha, number, and/or title changed, but that it is substantially the same course as the course that was reviewed and approved for articulation.

Campus: Windward Community College

Certifying Authority (Typed Name or Signature and Title)

Date:

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor's Office for CC, 2327 Dole Street

Revised 1/19/01
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor's Office for CC, 2327 Dole Street

Revised 1/19/01
HWST 130 Hula Olapa: Traditional Hawaiian Dance
3 Credits

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
TELEPHONE:
EFFECTIVE DATE: Fall 2010

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

*Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.*

CATALOG DESCRIPTION

In this class students will learn various traditional hula interpretations. Students will be taught the basic foot work and hand gestures of traditional hula accompanied by chanting, Ipu Heke (double gourd) or Pahu (drum). Students may also be required to make accompanying instruments, like Ipu (smaller single gourd), Kāla'au (sticks), 'Ili'ili (stones), and Pū'ili (split bamboo), and learn accompanying oli (chants) under the direction of the class instructor. Students will be taught different historical aspects of specific hula, associated hula mythology, ali'i (chiefly) genealogies; plants, and place names.

There will be a final class performance at the end of the semester to be determined by the Instructor.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Students will learn a basic understanding of the differences between traditional and more modern styles of hula including the significance of hula as part of Hawaiian culture in traditional times.
2. Students will learn the histories and mythologies behind the creation and performance of various hula.
3. Students will learn how to perform several hula in unison, and the relationship between movements with the significance of lyrical content in a mele or oli combined with the occasions for which one is dancing.

ASSESSMENT TASKS AND GRADING
Attendance: Students are required to attend classes. Attendance will be taken at each class. A doctor’s note or some other form of documentation must substantiate classes missed for a valid reason. The student’s point total will have 5 points deducted for every absence after four initial absences. If a class is missed, it is the student’s responsibility to contact other students and make up practice time with them.

Cultural Research papers: Students will be required to research the cultural use and/or significance of the hula being taught. Student papers should be type-written, include any photos or diagrams that students can find, and include an annotated bibliography of sources.

Adornment completion: Students are required to put together adornments for the hula they are dancing. Students will be graded on completion and on quality of effort put in to creating their assigned adornment.

Class participation and progress: Students will be graded on their class participation and progress. Attending class consistently and active participation are important to the success of group performances.

Ho‘ike (Presentation): Students will be graded on a final group presentation in which the class will showcase several of the hula learned throughout the semester.

Students will graded as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural research papers</td>
<td>100pts</td>
</tr>
<tr>
<td>Adornments</td>
<td>100pts</td>
</tr>
<tr>
<td>Class participation and progress</td>
<td>100pts</td>
</tr>
<tr>
<td>Ho‘ike</td>
<td>100pts</td>
</tr>
<tr>
<td></td>
<td>400pts</td>
</tr>
</tbody>
</table>

Grade scales:

- A = 90 – 100% of total points
- B = 80 – 89% of total points
- C = 70 – 79% of total points
- D = 60 – 69% of total points
- F = less than 60% of total points

I (incomplete), is given at the INSTRUCTOR’S DISCRETION if the student is unable to complete a small part of the course because of circumstances beyond your control. It is THE STUDENT’S responsibility to make up incomplete work with a minimum level (or better) of achievement. Failure to satisfactorily make up incomplete work within the appropriate time period will result in a grade change from “I” to the contingency grade identified by the instructor (see WCC Catalog).

CR (credit), 70% or above in total points. The student must indicate an intent to take the course as CR/N in writing by the end of the 10th week of classes (see WCC Catalog).

NC (no credit), below 70% or above in total points (see catalog). The NC grade will not be used as an alternative grade for an “F”

W (withdrawal), Official withdrawal is determined by the date listed in the Schedule of Classes.
LEARNING RESOURCES

The instructor, based on the hula danced, will determine the materials and supplies for this course.

Additional Information

<table>
<thead>
<tr>
<th>Schedule of Topics for each Hula (Several Hula to be learned each semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the hula to be danced</td>
</tr>
<tr>
<td>Research guidance on the hula history, mythology and significance</td>
</tr>
<tr>
<td>Performance Practice</td>
</tr>
<tr>
<td>Adornment and/or accompanying instrument instruction</td>
</tr>
<tr>
<td>Performance Practice</td>
</tr>
</tbody>
</table>

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ʻAkoakoa 213 for more information.